

LEVEL II MEMORANDUM

DATE: April 27, 2016

TO: Chief Academic Officers, Montana University System

FROM: John Cech, Deputy Commissioner for Academic and Student Affairs

RE: Level II Proposals

The campuses of the Montana University System have proposed new academic programs or changes under the Level II approval process authorized by the Montana Board of Regents. The Level II proposals are being sent to you for your review and approval. If you have concerns about a particular proposal, you should share those concerns with your colleagues at that institution and try to come to some understanding. If you cannot resolve your concerns, raise them at the Chief Academic Officer's conference call on May 4, 2016. Issues not resolved at that meeting should be submitted in writing to OCHE by noon on Friday, May 6. If no concerns are received, OCHE will assume that the proposals have your approval.

Level II Items

Flathead Valley Community College:

- Request for authorization to add a Certificate of Applied Science to the existing Support Professional Associate of Applied Science program
[Item #171-301-R0516](#) | [Academic Proposal Request Form](#) | [Curriculum Proposal Form](#) | [Attachment 1](#)
- Request for authorization to add an Associate of Applied Science to the existing Industrial Maintenance program
[Item #171-302-R0516](#) | [Academic Proposal Request Form](#) | [Curriculum Proposal Form](#) | [Attachment 1](#)
- Request for authorization to add a Certificate of Applied Science to the existing Industrial Maintenance program
[Item #171-303-R0516](#) | [Academic Proposal Request Form](#) | [Curriculum Proposal Form](#) | [Attachment 1](#)

Montana State University Bozeman:

- Request for Authorization to Establish a Master of Science in Community Health
[Item #171-2013-R0516](#) | [Academic Proposal Request Form](#) | [Curriculum Proposal Form](#) | [Attachment 1](#)
- Request for Authorization to Develop a Master of Science in Counseling with Options in Marriage and Family Counseling; Mental Health Counseling
[Item #171-2014-R0516](#) | [Academic Proposal Request Form](#) | [Curriculum Proposal Form](#) | [Attachment 1](#)
- Request for Authorization to Develop a Master of Science in Exercise and Nutrition Sciences with Options in Exercise Physiology and Nutrition; Sports and Coaching Sciences
[Item #171-2015-R0516](#) | [Academic Proposal Request Form](#) | [Curriculum Proposal Form](#) | [Attachment 1](#)
- Request for Authorization to Develop a Master of Science in Family and Consumer Sciences with Options in Early Childhood Education and Family Science
[Item #171-2016-R0516](#) | [Academic Proposal Request Form](#) | [Curriculum Proposal Form](#) | [Attachment 1](#)
- Request for Authorization to Develop a Master of Science in Family Financial Planning
[Item #171-2017-R0516](#) | [Academic Proposal Request Form](#) | [Curriculum Proposal Form](#) | [Attachment 1](#)
- Request for Authorization to Develop a Master of Science in Sustainable Food Systems
[Item #171-2019-R0516](#) | [Academic Proposal Request Form](#) | [Curriculum Proposal Form](#) | [Attachment 1](#)
- Request for Authorization to Designate the Center for American Indian and Rural Health Equity (CAIRHE) as a BOR-Recognized Research Center
[Item #171-2020-R0516](#) | [Academic Proposal Request Form](#) | [Research Center and Institute Proposal Form](#) | [Attachment 1](#)

LEVEL II MEMORANDUM

- Request for Authorization to Create a Bachelor of Fine Arts in Integrated Lens-Based Media
[Item #171-2028-R0516](#) | [Academic Proposal Request Form](#) | [Curriculum Proposal Form](#)

Montana State University Billings:

- Request for Authorization to Establish a Department of Health Care Services
[Item #171-2702-R0516](#) | [Academic Proposal Request Form](#) | [Curriculum Proposal Form](#)

Montana State University Northern:

- Request for Authorization to Approve a Minor Study in Psychology
[Item #171-2802-R0516](#) | [Academic Proposal Request Form](#) | [Curriculum Proposal Form](#) | [Attachment 1](#)
- Request for Authorization to Offer a Bachelor of Arts in Native American Studies
[Item #171-2803-R0516](#) | [Academic Proposal Request Form](#) | [Curriculum Proposal Form](#) | [Attachment 1](#)
- Request for Authorization to Offer a Wastewater Treatment Certificate
[Item #171-2804-R0516](#) | [Academic Proposal Request Form](#) | [Curriculum Proposal Form](#) | [Attachment 1](#)
- Request for Authorization to Offer Wastewater Collection Certificate
[Item #171-2805-R0516](#) | [Academic Proposal Request Form](#) | [Curriculum Proposal Form](#) | [Attachment 1](#)
- Request for Authorization to Offer Water Distribution Certificate
[Item #171-2806-R0516](#) | [Academic Proposal Request Form](#) | [Curriculum Proposal Form](#) | [Attachment 1](#)
- Request for Authorization to Offer Water Treatment Certificate
[Item #171-2807-R0516](#) | [Academic Proposal Request Form](#) | [Curriculum Proposal Form](#) | [Attachment 1](#)

The University of Montana Missoula:

- Request for Authorization to Offer a Certificate of Applied Science in Construction Management, Missoula College-UM
[Item #171-1004-R0516](#) | [Academic Proposal Request Form](#) | [Curriculum Proposal Form](#) | [Attachment 1](#)
- Request for Authorization to Offer a Public Health Ph.D.
[Item #171-1007-R0516](#) | [Academic Proposal Request Form](#) | [Curriculum Proposal Form](#) | [Attachment 1](#)
- Request for Authorization to Establish a European Studies Minor
[Item #171-1008-R0516](#) | [Academic Proposal Request Form](#) | [Curriculum Proposal Form](#)
- Request for Authorization to Establish a Humanities Institute
[Item #171-1011-R0516](#) | [Academic Proposal Request Form](#) | [Research Center and Institute Proposal Form](#)

Montana Tech of the University of Montana:

- Request for Authorization to Establish Bachelor of Applied Science in Business: Construction Management Option
[Item #171-1501-R0516](#) | [Academic Proposal Request Form](#) | [Curriculum Proposal Request Form](#)
- Request for Authorization to Establish Bachelor of Science Degree in Data Science
[Item #171-1502-R0516](#) | [Academic Proposal Request Form](#) | [Curriculum Proposal Request Form](#) | [Attachment 1](#)
- Request for Authorization to Establish a General Studies Academic Department at Highlands College
[Item #171-1504-R0516](#) | [Academic Proposal Request Form](#) | [Curriculum Proposal Request Form](#)

The University of Montana Western:

- Request for Authorization to add a new Option in Pre-Professional Medical & Veterinary Sciences to the existing Bachelor of Science: Biology degree and movement of the Option in Wildlife Ecology (renamed Fish and Wildlife Ecology) from Bachelor of Science: Biology into a new Bachelor of Science: Ecology degree with two new Options (Quantitative Ecology and Integrative Ecology)
[Item #171-1603-R0513](#) | [Academic Proposal Request Form](#) | [Curriculum Proposal Form](#) | [Attachment 1](#)

May 19-20, 2016

ITEM 171-301-R0516

Request for Authorization to Establish a Support Professional CAS

THAT

Flathead Valley Community College requests authorization to add a CAS to the existing Support Professional AAS program.

EXPLANATION

The Support Professional CAS was developed in collaboration with the existing program's advisory committee, faculty on both FVCC campuses, and students, with the goal of providing students the opportunity to enter and exit the program with employable skills at different degree levels.

ATTACHMENTS

Academic Proposal Request Form
Curriculum Proposal Form
Attachment 1: Program Outline

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

ITEM 171-301-R0516 Meeting Date May 19-20, 2016

Institution: Flathead Valley Community College CIP Code: 52.0401

Program/Center/Institute Title: Support Professional CAS

Includes (please specify below): Online Offering _____ Options _____

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit <http://mus.edu/che/arsa/preparingacademicproposals.asp>.

 A. Level I:

Campus Approvals

 1a. Placing a program into moratorium (Program Termination and Moratorium Form)

 1b. Withdrawing a program from moratorium

 2. Adding, re-titling, terminating or revising a campus Certificate of 29 credits or less

 3. Adding a BAS/AA/AS Area of Study

 4. Offering an existing program via distance or online delivery

OCHE Approvals

 5. Re-titling an existing postsecondary educational program

 6. Terminating an existing postsecondary educational program (Program Termination and Moratorium Form)

 7. Consolidating existing postsecondary educational programs (Curriculum Proposal Form)

 8. Adding a new minor where there is a major or an option in a major (Curriculum Proposal Form)

 9. Revising a program (Curriculum Proposal Form)

 10. Adding a temporary Certificate or AAS Degree Program *Approval limited to 2 years*

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ACADEMIC PROPOSAL REQUEST FORM

X **B. Level II:**

- X 1. **Establishing a new postsecondary educational program** (Curriculum Proposal and Completed Intent to Plan Form)
- _____ 2. **Exceeding the 120 credit maximum for baccalaureate degrees** *Exception to policy 301.11*
- _____ 4. **Forming, eliminating or consolidating a college, division, school, department, institute, bureau, center, station, laboratory or similar unit** (Curriculum or Center/Institute Proposal and Completed Intent to Plan Form, except when eliminating or consolidating)
- _____ 5. **Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit**

Specify Request:

Offer a Support Professional CAS degree.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

1. Overview

- A. Provide a one paragraph description of the proposed program. Be specific about what degree, major, minor or option is sought.**

FVCC's Support Professional AAS Program has existed since 2012 and was created by a very active Advisory Committee. Adding a Support Professional CAS to FVCC's existing Support Professional program creates an opportunity for students to gain employment after only one year and enter and exit the program as circumstances may dictate.

2. Institutional and System Fit

- A. What is the connection between the proposed program and existing programs at the institution?**

FVCC currently offers a Support Professional AAS degree.

- B. Will approval of the proposed program require changes to any existing programs at the institution? If so, please describe.**

No. The existing Support Professional AAS program remains the same.

- C. Describe what differentiates this program from other, closely related programs at the institution (if appropriate).**

The Support Professional program is the only program of its kind at FVCC.

- D. How does the proposed program serve to advance the strategic goals of the institution?**

Flathead Valley Community College, as an integral part of the community it serves working as a partner with local governments, businesses, industries and other educational providers to promote economic, cultural and social development.

FVCC has identified four core themes that individually manifest essential elements of its mission. Each element serves as an important component of lifelong learning. Collectively, the core themes encompass lifelong learning, supporting FVCC's role as a comprehensive community college.

The four core themes are Transfer preparation, Workforce preparation, Developmental education, and Community education.

This program was created as a partnership to satisfy employer needs for workforce preparation.

- E. Describe the relationship between the proposed program and any similar programs within the Montana University System. In cases of substantial duplication, explain the need for the proposed program at an additional institution. Describe any efforts that were made to collaborate with these similar programs; and if no efforts were made, explain why. If articulation or transfer agreements have been developed for the substantially duplicated programs, please include the agreement(s) as part of the documentation.**

It is my understanding that most colleges have eliminated their Secretarial Programs or focus solely on the Medical Administrative Assistant programs. Not all employees choose to work in the medical field, and this employs them accordingly. To my knowledge there is not a program like this in the State of Montana.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

3. Program Details

- A. Provide a detailed description of the proposed curriculum. Where possible, present the information in the form intended to appear in the catalog or other publications. NOTE: In the case of two-year degree programs and certificates of applied science, the curriculum should include enough detail to determine if the characteristics set out in Regents' Policy 301.12 have been met.**

Please see attached program catalog page. 171-301-R0516_A1

- B. Describe the planned implementation of the proposed program, including estimates of numbers of students at each stage.**

FVCC plans to begin offering this program option fall semester of 2016 on both the Kalispell and Lincoln County Campuses. Lincoln County Campus (LCC) students will receive the curriculum via a combination of ITV, online, hybrid, and face-to-face options. Through contact with students at LCC, FVCC has identified at least five students planning to begin the program at that time.

4. Need

- A. To what specific need is the institution responding in developing the proposed program?**

Adding a CAS to the program offerings creates the opportunity for students to gain employment after only one year and enter and exit the program as circumstances may dictate. In addition, local employers have expressed a need for workers with these skills and a CAS will allow FVCC to fill that need faster.

- B. How will students and any other affected constituencies be served by the proposed program?**

Adding a CAS to the program offerings creates the opportunity for students to gain employment after only one year and enter and exit the program as circumstances may dictate. In addition, local employers have expressed a need for workers with these skills and a CAS will allow FVCC to fill that need faster.

- C. What is the anticipated demand for the program? How was this determined?**

The demand has been looked at through three different methods

1. Employers have been very active in the creation of this program. These are the workers they would like to have employed with their companies
2. The Bureau of labor and Statistics gives us information that this employment field will increase by 13 percent in the next several years.
3. Career Coach FVCCs Career Center Software and Job Outlook tool. Career Coach Data projects occupational growth ranging from 2. 3% for office clerks to 7.8% for First Line Supervisors of Office and Administrative Workers in the next four years. Career Coach data notes a large number of openings due to potential retirements. Overall, the projection from EMSI for 4 occupations is for a 13% increase over the next ten years within this region with the most growth for First Line Supervisors of Office and Administrative workers.

Growth Factors:

- Many openings within this occupation due to retirements

Montana Board of Regents CURRICULUM PROPOSAL FORM

- Growth in the medical community and increased government services for an aging population will increase demand
- Demand is strongest for workers with good computer software skills in word processing, spreadsheets and databases
- Front line people with good communication skills will continue to be needed, and are difficult to replace with technology.

Decline/Limitation Factors

- Technology such as scheduling software and cell phones might replace some functions
- Managers and staff more often complete their own:
 - Travel arrangements
 - Meeting notes
 - Word processing or spreadsheet documents
- As speech recognition and intelligence technology gets more sophisticated, fewer staff are needed to research or answer questions, for example: Cortana or Siri

Wages

Career Coach reports a wide range of earnings within these occupations ranging from \$8.35 – 41.3, depending upon job title and experience, showing there is ample opportunity to advance. EMSI estimates our regions median hourly earnings at \$14.95 for these four occupations. Comparatively, the median hourly earnings nationwide is \$17.55/hr. Due to the low number of graduates reporting wages within this program we do not have significant wage data per the FVCC First Destination Survey.

Additional Considerations

The Support Professional program prepares students for a wide variety of occupations. There is need for office workers with skills & training in almost every industry in one capacity or another. Overall, there is anticipated to be small but steady growth anticipated within the majority of occupations noted above. Additionally, retirements from baby boomers will open up a large number of openings. Growth in the health care and government and public sectors are anticipated to be the primary source of new job openings. Locally, we continue to see growth within these sectors as exemplified by additions to Kalispell Regional Healthcare and governmental building expansions.

While automation will replace some jobs, jobs requiring good interpersonal relations with customers and clientele will always be difficult for machines to replicate. Workers with training in up to date technologies and social media, along with good communication skills will be most in demand. Although employers often demand a high level of skill and responsibility for workers within these occupations, wages are not necessarily commensurate. Entry level wages are below national averages compared to other occupations with similar educational requirements. Overall, there are more than ample job opportunities and there appears to be opportunity for advancement for program graduates who are willing to work their way up.

5. Process Leading to Submission

Montana Board of Regents
CURRICULUM PROPOSAL FORM

A. Describe the process of developing and approving the proposed program. Indicate, where appropriate, involvement by faculty, students, community members, potential employers, accrediting agencies, etc.

Appropriate faculty at both FVCC campuses and Libby were involved in the planning and implementation of this proposal. The existing advisory board was convened to determine employer needs in both Kalispell and Libby and the curriculum was built accordingly. Students from the existing program were also involved, expressing support for the ability to enter and exit the program as needed. In addition, the program was vetted and approved by the following campus entities: Faculty Senate, Program Review, Curriculum Committee and Board of Trustees.

6. Resources

A. Will additional faculty resources be required to implement this program? If yes, please describe the need and indicate the plan for meeting this need.

No additional resources are needed at this time.

B. Are other, additional resources required to ensure the success of the proposed program? If yes, please describe the need and indicate the plan for meeting this need.

The program will initially be marketed through a social media campaign and at area high schools. Depending on the effects of that campaign, further marketing efforts will be determined.

7. Assessment

A. How will the success of the program be measured?

This program is assessed in three different ways

1. Enrollment and graduation rates – tracked and evaluated each year by our placement office and reports are sent to the program director.
2. Employer satisfaction survey – Each employer or Internship supervisor is given a survey to track specific skills and the overall effectiveness of the program.
3. Rigorous Program Review Process – This program will be evaluated for its enrollments and effectiveness in three years. This will give enough time to evaluate enrollments, graduation rates and employer satisfaction.

Support Professional CAS

First Year-Fall Semester

ACTG 101 - Accounting Procedures I Credit(s): 4

AMGT 113 - Keyboarding and Document Processing Credit(s): 3 *

AMGT 125 - Editing Skills for Information Processing Credit(s): 2 *

AMGT 150 - Customer Service Strategies Credit(s): 3

BMGT 237 - Human Relations in Business Credit(s): 3

BMIS 211 - Introduction to Business Decision Support Credit(s): 4

First Semester Total: 19

Spring Semester

ACTG 150 - Accounting on Microcomputers Credit(s): 3 *

AMGT 210 - Office Success Strategies Credit(s): 3 *

OR

AHMS 220 - Medical Office Procedures Credit(s): 4

BGEN 122 - Applied Business and Allied Health Math Credit(s): 4 *

OR

M 115M - Probability and Linear Mathematics Credit(s): 3 *

BMGT 205C - Professional Business Communication Credit(s): 3 *

CAPP 110 - Short Courses: MS Outlook Credit(s): 1

Second Semester Total: 13-15

CAS Total Credits: 32-34

After completing the first year, students may continue on to an AAS degree in one of two specialized options: Computer/Web Marketing or Management.

Program Information

All required courses within this degree program must be taken for a letter grade. Only electives may be taken on a Satisfactory/Unsatisfactory (S/U) basis.

Microsoft Office User Specialist (MOUS) Certification for Word and Excel is recommended for this degree program. The certification examination is given at FVCC by appointment. See your advisor for details.

An internship is an option for this program. Students must apply for placements for this program the prior semester. See Internships for more information and application deadlines.

Opportunities after Graduation

Support Professionals, receptionists, clerks and data entry keyers work in organizations of every type. Major employers are educational institutions, insurance and temporary worker agencies. Support Professionals can advance to jobs such as word processing trainers, supervisors or managers.

Advisor:

Brenda Rudolph

BSS 106

(406) 756-3858

brudolph@fvcc.edu

For general information, contact the Admissions Office: (406) 756-3847.

May 19-20, 2016

ITEM 171-302-R0516

Request for Authorization to Establish an Industrial Maintenance AAS

THAT

Flathead Valley Community College requests authorization to add an AAS to the existing Industrial Maintenance program.

EXPLANATION

The Industrial Maintenance program was developed in collaboration with the RevUp grant effort. The program currently offers two certificates, Tier I and Tier II. This request is to offer students an AAS.

ATTACHMENTS

Academic Proposal Request Form
Curriculum Proposal Form
Attachment 1: Program Outline

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

ITEM 171-302-R0516 Meeting Date May 19-20, 2016

Institution: Flathead Valley Community College CIP Code: 47.0303

Program/Center/Institute Title: Industrial Maintenance AAS

Includes (please specify below): Online Offering _____ Options _____

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit <http://mus.edu/che/arsa/preparingacademicproposals.asp>.

 A. Level I:

Campus Approvals

 1a. Placing a program into moratorium (Program Termination and Moratorium Form)

 1b. Withdrawing a program from moratorium

 2. Adding, re-titling, terminating or revising a campus Certificate of 29 credits or less

 3. Adding a BAS/AA/AS Area of Study

 4. Offering an existing program via distance or online delivery

OCHE Approvals

 5. Re-titling an existing postsecondary educational program

 6. Terminating an existing postsecondary educational program (Program Termination and Moratorium Form)

 7. Consolidating existing postsecondary educational programs (Curriculum Proposal Form)

 8. Adding a new minor where there is a major or an option in a major (Curriculum Proposal Form)

 9. Revising a program (Curriculum Proposal Form)

 10. Adding a temporary Certificate or AAS Degree Program *Approval limited to 2 years*

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

X **B. Level II:**

- X 1. **Establishing a new postsecondary educational program** (Curriculum Proposal and Completed Intent to Plan Form)
- _____ 2. **Exceeding the 120 credit maximum for baccalaureate degrees** *Exception to policy 301.11*
- _____ 4. **Forming, eliminating or consolidating a college, division, school, department, institute, bureau, center, station, laboratory or similar unit** (Curriculum or Center/Institute Proposal and Completed Intent to Plan Form, except when eliminating or consolidating)
- _____ 5. **Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit**

Specify Request:

Offer an Industrial Maintenance AAS degree.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

1. Overview

RevUp is a \$25 million grant project funded by the US DOL that helps 13 Montana colleges augment and enhance occupational training in a number of distinct occupational areas. The grant specifies that colleges will adopt “stacked credentials” to serve students in these specific occupational training programs. Stacked credential programs are comprised of industry-driven tiers of training, which is usually a semester’s worth of training. Each tier is designed to be equivalent to a complete set of skills, which are considered by employers to add value to potential employees. Students who complete a tier can choose to enter the workforce upon completion of that tier, or continue their education by continuing into the next tier. Upon completion of a tier, students will earn a professional certificate from participating colleges. The overall intent is to enhance labor market payoffs for students either by reducing the amount of time in training, or by gaining additional marketable skills due to additional training.

Besides the traditional face to face offering, almost every class is offered in an online format that has been split into a lecture only class and a lab only class, which permits students in all areas of the state to participate.

A. Provide a one paragraph description of the proposed program. Be specific about what degree, major, minor or option is sought.

Industrial Maintenance is one of the advanced manufacturing programs for which Flathead Valley Community College has been designated as the lead institution. The proposed AAS program has been designed with a considerable amount of flexibility, allowing students to choose from electronics, machining, and welding courses. The purpose is to permit different career focuses in the very broad field of industrial maintenance.

2. Institutional and System Fit

A. What is the connection between the proposed program and existing programs at the institution?

The existing program consists of Tiers I and II. The proposed program adds an AAS.

B. Will approval of the proposed program require changes to any existing programs at the institution? If so, please describe.

No.

C. Describe what differentiates this program from other, closely related programs at the institution (if appropriate).

The Industrial Maintenance program includes courses that are specific to the electronics, machining, and welding programs. It also includes two courses in hydraulics that are solely for industrial maintenance.

D. How does the proposed program serve to advance the strategic goals of the institution?

This program aligns well with the workforce needs of local employers. One of FVCC’s core themes is workforce preparation. The whole purpose of the program is to train a student to enter the workforce.

E. Describe the relationship between the proposed program and any similar programs within the Montana University System. In cases of substantial duplication, explain the need for the proposed program at an

Montana Board of Regents
CURRICULUM PROPOSAL FORM

additional institution. Describe any efforts that were made to collaborate with these similar programs; and if no efforts were made, explain why. If articulation or transfer agreements have been developed for the substantially duplicated programs, please include the agreement(s) as part of the documentation.

The intent of the RevUp initiative was to create parallel programs at participating institutions. To date, that has happened at some of the consortium schools. And prior to those formal arrangements, there has been enrollment on an informal case-by-case basis by students from other institutions.

3. Program Details

A. Provide a detailed description of the proposed curriculum. Where possible, present the information in the form intended to appear in the catalog or other publications. NOTE: In the case of two-year degree programs and certificates of applied science, the curriculum should include enough detail to determine if the characteristics set out in Regents' Policy 301.12 have been met.

Please see Attachment I: 171-302-R0516_A1

B. Describe the planned implementation of the proposed program, including estimates of numbers of students at each stage.

Tiers I and II have been in existence since fall, 2014. Upon approval from the Board of Regents, FVCC will implement Tiers III and IV in fall, 2016. Completion of all four tiers will allow students to earn an AAS degree in Industrial Maintenance. In addition, the proposed program has been vetted and approved by the following campus entities: Faculty Senate, Program Review, Curriculum Committee and Board of Trustees.

4. Need

A. To what specific need is the institution responding in developing the proposed program?

According to EMSI, there were 923,514 jobs nationally in this general category in 2015, of which 450,253 were in the three most applicable categories. There is interest from local employers. Some of our first year students in electronics, machining, and welding have indicated an interest in pursuing a second year of industrial maintenance if it was to be offered.

B. How will students and any other affected constituencies be served by the proposed program?

Based on our experience of the past two years, some students who are local will enroll in traditional face to face classes, while some local as well as non-local students will enroll in the online versions. Enrollees in the online versions are those whose work schedule or place of residence prevents them from attending traditional face to face classes.

C. What is the anticipated demand for the program? How was this determined?

Initially, we expect about 6 local students. We also expect some non-local students to enroll, but our experience with this is too limited to make a reasonable estimate.

5. Process Leading to Submission

A. Describe the process of developing and approving the proposed program. Indicate, where appropriate, involvement by faculty, students, community members, potential employers, accrediting agencies, etc.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Prior to proposing the AAS, there were several meetings involving faculty and the Navigator for the advanced manufacturing programs. A local employer who employs millwrights, and has five levels, has told us that they would be interested in hiring graduates of such a program in a higher than entry level. Also, faculty involved in these discussions have now had at least two years of experience teaching in these programs, and were able to provide valuable insight into how the program should be structured.

6. Resources

A. Will additional faculty resources be required to implement this program? If yes, please describe the need and indicate the plan for meeting this need.

No additional faculty will be needed.

B. Are other, additional resources required to ensure the success of the proposed program? If yes, please describe the need and indicate the plan for meeting this need.

There will need to be some additional space for the hydraulics classes, and some additional equipment. We have identified the space, which may need some minor remodeling, and we have identified funds to buy the additional equipment.

7. Assessment

A. How will the success of the program be measured?

As part of the RevUp project, grant staff will track several outcome measures. Success for grant purposes will be based on the number of students enrolling in, completing, obtaining employment, and retained in employment. After the grant ends, success will be measured in the same ways as any other program at FVCC. One of these is a periodic review by our Program Review Committee. A comprehensive document is submitted to this committee, which reviews the document, interviews the program director, and submits a report that details commendations and recommendations to the Vice President of Instruction and the Curriculum Committee. Major recommendations can range from continuation to either moratorium or deletion.

Industrial Maintenance AAS

Industrial maintenance refers to the career path of providing maintenance, troubleshooting and repair, and improvement of complex machines and automation systems to support manufacturing and other industries. The industrial maintenance field has experienced and is projected to grow at above average rates during the next 10 years. An industrial mechanic employs a wide range of skills including electrical and electronics, machining, welding, and hydraulics in order to maintain industrial systems. Upon completion of this program, students will:

- Identify characteristics of various motor types and proper employment of each type;
- Employ procedures to determine the electrical materials, equipment, and application of code and regulations to support various electrical installations for both commercial and industrial projects:
- Troubleshoot analog and digital circuits using standard and specialized test equipment;
- Employ mill and lathe systems in building designated projects;
- Proficiently weld on a single plate, and two connecting pieces of ferrous metals;
- Demonstrate proficiency in welding SMAW or GMAW in desired position;
- Explain the principles of hydraulics; and
- Identify hydraulic devices and symbols and explain their functions.

Industrial Maintenance Tier I, CT

First Year - Fall Semester

ELCT 100 - Introduction to Electricity Credit(s): 3

ELCT 110 - Basic Electricity I Credit(s): 5 *

M 114 - Extended Technical Mathematics Credit(s): 3 *

ELCT 137 - Electrical Drafting Credit(s): 2

OR

MCH 120 - Blueprint Reading and Interpretation for Machining Credit(s): 3

OR

WLDG 117 - Blueprint Reading and Welding Symbols Credit(s): 3

MCH 132 - Introduction to Engine Lathes Credit(s): 4 *

Semester Total: 17-18

Industrial Maintenance Tier II, CT

Spring Semester

COMX 111C - Introduction to Public Speaking Credit(s): 3

OR

COMX 115C - Introduction to Interpersonal Communication Credit(s): 3

ECP 104 - Workplace Safety Credit(s): 1

ELCT 111 - Electric Meters and Motors Credit(s): 3

DDSN 114 - Introduction to CAD Credit(s): 3

OR

DDSN 135 - Solidworks Credit(s): 2

OR

ETEC 130 - Panel Wiring and Soldering Credit(s): 2

MCH 127 - Introduction to CNC Mill Operations Credit(s): 3 *

WLDG 111 - Welding Theory I Practical Credit(s): 4 *

Semester Total: 16-17

CAS Total Credits: 33-35

Industrial Maintenance Tier III, CT

Second Year - Fall Semester

ELCT 250 - Programmable Logic Controllers Credit(s): 4

EETC 245 - Digital Electronics Credit(s): 4 *

DST 205 - Introduction to Hydraulic and Pneumatic Systems Credit(s): 4

WLDG 185 - Welding Qualification Test Preparation Credit(s): 2

Elective Credits from Optional Course Offerings: 2 - 4

Semester Total: 16-18

Industrial Maintenance Tier IV, CT

Spring Semester

BMGT 205C - Professional Business Communication Credit(s): 3 *

OR

WRIT 101W - College Writing I Credit(s): 3 *

ELCT 247 - Medium and High Voltage Credit(s): 3

DST 206 - Advanced Hydraulic and Pneumatic Systems Credit(s): 4 *

WLDG 108 - Introduction to Pipe Welding Credit(s): 4 *

OR

WLDG 136 - GMAW/GTAW Welding and Certification Credit(s): 4 *

Elective Credits from Optional Course Offerings: 2 - 4

Semester Total: 16-18

AAS Total Credits: 65-71

Admission Guidelines

It is recommended that students complete the Tier I Industrial Maintenance program before entering the Tier II program.

Program Information

Students who transfer from Electronics or Machining or Welding after their first year will have taken 7 credits of math, communications, and workplace safety. They will need to make up 7-11 credits of coursework from the first year of Industrial Maintenance. The exceptions are ELCT 100 and ELCT 110, which are offered in summer semester.

Industries such as large-scale manufacturing including wood products, energy generation, petroleum refining, chemical processing, automotive, aviation/aerospace, rail, ship, and trucking all employ mechanical systems that require maintenance as well as repair. This program provides a student with the necessary instruction to meet the wide range of challenges encountered in these industries by maintenance personnel.

Upon completion of Tiers I and II, a student has met the requirements for the CAS degree, but may not receive both a Tier II Certificate and the CAS degree. Similarly, upon completion of Tiers I, II, III, and IV, a student has met the requirements for the AAS degree, but may not receive both the Tier IV Certificate and the AAS degree.

Opportunities after Graduation

Industrial maintenance is projected to grow 15-30% over the next 10 years in Montana.

Industrial maintenance workers typically earn wages above the median.

Advisor:

Will Richards

OT 204

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May 19-20, 2016

ITEM 171-303-R0516

Request for Authorization to Establish an Industrial Maintenance CAS

THAT

Flathead Valley Community College requests authorization to add a CAS to the existing Industrial Maintenance program.

EXPLANATION

The Industrial Maintenance program was developed in collaboration with the RevUp grant effort. The program currently offers two certificates, Tier I and Tier II. This request is to offer students a CAS upon completion of Tiers I and II.

ATTACHMENTS

Academic Proposal Request Form
Curriculum Proposal Form
Attachment 1: Program Outline

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

ITEM 171-303-R0516 Meeting Date May 19-20, 2016

Institution: Flathead Valley Community College CIP Code: 47.0303

Program/Center/Institute Title: Industrial Maintenance CAS

Includes (please specify below): Online Offering _____ Options _____

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit <http://mus.edu/che/arsa/preparingacademicproposals.asp>.

 A. Level I:

Campus Approvals

 1a. Placing a program into moratorium (Program Termination and Moratorium Form)

 1b. Withdrawing a program from moratorium

 2. Adding, re-titling, terminating or revising a campus Certificate of 29 credits or less

 3. Adding a BAS/AA/AS Area of Study

 4. Offering an existing program via distance or online delivery

OCHE Approvals

 5. Re-titling an existing postsecondary educational program

 6. Terminating an existing postsecondary educational program (Program Termination and Moratorium Form)

 7. Consolidating existing postsecondary educational programs (Curriculum Proposal Form)

 8. Adding a new minor where there is a major or an option in a major (Curriculum Proposal Form)

 9. Revising a program (Curriculum Proposal Form)

 10. Adding a temporary Certificate or AAS Degree Program *Approval limited to 2 years*

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

X **B. Level II:**

- X 1. **Establishing a new postsecondary educational program** (Curriculum Proposal and Completed Intent to Plan Form)
- _____ 2. **Exceeding the 120 credit maximum for baccalaureate degrees** *Exception to policy 301.11*
- _____ 4. **Forming, eliminating or consolidating a college, division, school, department, institute, bureau, center, station, laboratory or similar unit** (Curriculum or Center/Institute Proposal and Completed Intent to Plan Form, except when eliminating or consolidating)
- _____ 5. **Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit**

Specify Request:

Offer an Industrial Maintenance CAS degree.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

1. Overview

RevUp is a \$25 million grant project funded by the US DOL that helps 13 Montana colleges augment and enhance occupational training in a number of distinct occupational areas. The grant specifies that colleges will adopt “stacked credentials” to serve students in these specific occupational training programs. Stacked credential programs are comprised of industry-driven tiers of training, which is usually a semester’s worth of training. Each tier is designed to be equivalent to a complete set of skills, which are considered by employers to add value to potential employees. Students who complete a tier can choose to enter the workforce upon completion of that tier, or continue their education by continuing into the next tier. Upon completion of a tier, students will earn a professional certificate from participating colleges. The overall intent is to enhance labor market payoffs for students either by reducing the amount of time in training, or by gaining additional marketable skills due to additional training.

Besides the traditional face to face offering, almost every class is offered in an online format that has been split into a lecture only class and a lab only class, which permits students in all areas of the state to participate.

A. Provide a one paragraph description of the proposed program. Be specific about what degree, major, minor or option is sought.

Industrial Maintenance is one of the advanced manufacturing programs for which Flathead Valley Community College has been designated as the lead institution. The proposed CAS program has been designed with a considerable amount of flexibility, allowing students to choose from electronics, machining, and welding courses. The purpose is to permit different career focuses in the very broad field of industrial maintenance.

2. Institutional and System Fit

A. What is the connection between the proposed program and existing programs at the institution?

The existing program consists of Tiers I and II. The proposed program adds a CAS.

B. Will approval of the proposed program require changes to any existing programs at the institution? If so, please describe.

No.

C. Describe what differentiates this program from other, closely related programs at the institution (if appropriate).

The Industrial Maintenance program includes courses that are specific to the electronics, machining, and welding programs. It also includes two courses in hydraulics that are solely for industrial maintenance.

D. How does the proposed program serve to advance the strategic goals of the institution?

Montana Board of Regents
CURRICULUM PROPOSAL FORM

This program aligns well with the workforce needs of local employers. One of FVCC's core themes is workforce preparation. The whole purpose of the program is to train a student to enter the workforce.

- E. Describe the relationship between the proposed program and any similar programs within the Montana University System. In cases of substantial duplication, explain the need for the proposed program at an additional institution. Describe any efforts that were made to collaborate with these similar programs; and if no efforts were made, explain why. If articulation or transfer agreements have been developed for the substantially duplicated programs, please include the agreement(s) as part of the documentation.**

The intent of the RevUp initiative was to create parallel programs at participating institutions. To date, that has happened at some of the consortium schools. And prior to those formal arrangements, there has been enrollment on an informal case-by-case basis by students from other institutions.

3. Program Details

- A. Provide a detailed description of the proposed curriculum. Where possible, present the information in the form intended to appear in the catalog or other publications. NOTE: In the case of two-year degree programs and certificates of applied science, the curriculum should include enough detail to determine if the characteristics set out in Regents' Policy 301.12 have been met.**

Please see Attachment 1: 171-303-R0516

- B. Describe the planned implementation of the proposed program, including estimates of numbers of students at each stage.**

Tiers I and II have been in existence since fall, 2014. Upon approval from the Board of Regents, FVCC will implement Tiers III and IV in fall, 2016. In addition, the proposed program has been vetted and approved by the following campus entities: Faculty Senate, Program Review, Curriculum Committee and Board of Trustees.

4. Need

- A. To what specific need is the institution responding in developing the proposed program?**

According to EMSI, there were 923,514 jobs nationally in this general category in 2015, of which 450,253 were in the three most applicable categories. There is interest from local employers. Some of our first year students in electronics, machining, and welding have indicated an interest in pursuing a second year of industrial maintenance if it was to be offered.

- B. How will students and any other affected constituencies be served by the proposed program?**

Based on our experience of the past two years, some students who are local will enroll in traditional face to face classes, while some local as well as non-local students will enroll in the online versions. Enrollees in the online versions are those whose work schedule or place of residence prevents them from attending traditional face to face classes.

- C. What is the anticipated demand for the program? How was this determined?**

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Initially, we expect about 6 local students. We also expect some non-local students to enroll, but our experience with this is too limited to make a reasonable estimate.

5. Process Leading to Submission

A. Describe the process of developing and approving the proposed program. Indicate, where appropriate, involvement by faculty, students, community members, potential employers, accrediting agencies, etc.

Prior to proposing the CAS, there were several meetings involving faculty and the Navigator for the advanced manufacturing programs. A local employer who employs millwrights, and has five levels, has told us that they would be interested in hiring graduates of such a program in a higher than entry level. Also, faculty involved in these discussions have now had at least two years of experience teaching in these programs, and were able to provide valuable insight into how the program should be structured.

6. Resources

A. Will additional faculty resources be required to implement this program? If yes, please describe the need and indicate the plan for meeting this need.

No additional faculty will be needed.

B. Are other, additional resources required to ensure the success of the proposed program? If yes, please describe the need and indicate the plan for meeting this need.

There will need to be some additional space for the hydraulics classes, and some additional equipment. We have identified the space, which may need some minor remodeling, and we have identified funds to buy the additional equipment.

7. Assessment

A. How will the success of the program be measured?

As part of the RevUp project, grant staff will track several outcome measures. Success for grant purposes will be based on the number of students enrolling in, completing, obtaining employment, and retained in employment. After the grant ends, success will be measured in the same ways as any other program at FVCC. One of these is a periodic review by our Program Review Committee. A comprehensive document is submitted to this committee, which reviews the document, interviews the program director, and submits a report that details commendations and recommendations to the Vice President of Instruction and the Curriculum Committee. Major recommendations can range from continuation to either moratorium or deletion.

Industrial Maintenance CAS

Industrial maintenance refers to the career path of providing maintenance, troubleshooting and repair, and improvement of complex machines and automation systems to support manufacturing and other industries. The industrial maintenance field has experienced and is projected to grow at above average rates during the next 10 years. An industrial mechanic employs a wide range of skills including electrical and electronics, machining, welding, and hydraulics in order to maintain industrial systems. Upon completion of this program, students will:

- Identify characteristics of various motor types and proper employment of each type;
- Employ procedures to determine the electrical materials, equipment, and application of code and regulations to support various electrical installations for both commercial and industrial projects:
- Troubleshoot analog and digital circuits using standard and specialized test equipment;
- Employ mill and lathe systems in building designated projects;
- Proficiently weld on a single plate, and two connecting pieces of ferrous metals;
- Demonstrate proficiency in welding SMAW or GMAW in desired position;
- Explain the principles of hydraulics; and
- Identify hydraulic devices and symbols and explain their functions.

Industrial Maintenance Tier I, CT

First Year - Fall Semester

ELCT 100 - Introduction to Electricity Credit(s): 3

ELCT 110 - Basic Electricity I Credit(s): 5 *

M 114 - Extended Technical Mathematics Credit(s): 3 *

ELCT 137 - Electrical Drafting Credit(s): 2

OR

MCH 120 - Blueprint Reading and Interpretation for Machining Credit(s): 3

OR

WLDG 117 - Blueprint Reading and Welding Symbols Credit(s): 3

MCH 132 - Introduction to Engine Lathes Credit(s): 4 *

Semester Total: 17-18

Industrial Maintenance Tier II, CT

Spring Semester

COMX 111C - Introduction to Public Speaking Credit(s): 3

OR

COMX 115C - Introduction to Interpersonal Communication Credit(s): 3

ECP 104 - Workplace Safety Credit(s): 1

ELCT 111 - Electric Meters and Motors Credit(s): 3

DDSN 114 - Introduction to CAD Credit(s): 3

OR

DDSN 135 - Solidworks Credit(s): 2

OR

ETEC 130 - Panel Wiring and Soldering Credit(s): 2

MCH 127 - Introduction to CNC Mill Operations Credit(s): 3 *

WLDG 111 - Welding Theory I Practical Credit(s): 4 *

Semester Total: 16-17

CAS Total Credits: 33-35

Admission Guidelines

It is recommended that students complete the Tier I Industrial Maintenance program before entering the Tier II program.

Program Information

Students who transfer from Electronics or Machining or Welding after their first year will have taken 7 credits of math, communications, and workplace safety. They will need to make up 7-11 credits of coursework from the first year of Industrial Maintenance. The exceptions are ELCT 100 and ELCT 110, which are offered in summer semester.

Industries such as large-scale manufacturing including wood products, energy generation, petroleum refining, chemical processing, automotive, aviation/aerospace, rail, ship, and trucking all employ mechanical systems that require maintenance as well as repair. This program provides a student with the necessary instruction to meet the wide range of challenges encountered in these industries by maintenance personnel.

Upon completion of Tiers I and II, a student has met the requirements for the CAS degree, but may not receive both a Tier II Certificate and the CAS degree. Similarly, upon completion of Tiers I, II, III, and IV, a student has met the requirements for the AAS degree, but may not receive both the Tier IV Certificate and the AAS degree.

Opportunities after Graduation

Industrial maintenance is projected to grow 15-30% over the next 10 years in Montana.

Industrial maintenance workers typically earn wages above the median.

Advisor:

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May 19-20, 2016

ITEM 171-2013-R0516

Request for Authorization to Establish a Master of Science in Community Health

THAT

Request that the Board of Regents grant approval to Montana State University to create a Master of Science in Community Health.

EXPLANATION

The College of Education, Health and Human Development at Montana State University is proposing a restructuring of the current master's-level curricula in the Department of Health and Human Development. The proposal does not noticeably change the educational opportunities available to students but creates clarity in the naming of and presentation of those opportunities. The total number of courses offered by the department does not change under this proposal so new additional resources are not required. Currently the Department of Health and Human Development offers a Master of Science degree in Health and Human Development. The proposed curriculum will eliminate this degree (current students will be able to complete their degrees) and replace them with six Master of Science degrees with additional options.

ATTACHMENTS

Academic Proposal Request form
Curriculum Proposal Form
Attachment 1 - Appendix

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Item Number: 171-2013-R0516

Meeting Date: May 19-20, 2016

Institution: Montana State University

CIP Code: 19.0500

Program Title: Master of Science in Community Health

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit the [Academic, Research and Student Affairs Handbook](#).

 A. Notifications:

Notifications are announcements conveyed to the Board of Regents at the next regular meeting.

 1a. Placing a program into moratorium (Document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)

 1b. Withdrawing a program from moratorium

 2. Intent to terminate an existing major, minor, option or certificate – Step 1 (Phase I Program Termination Checklist)

 3. Campus Certificates, CAS/AAS-Adding, re-titling, terminating or revising a campus certificate of 29 credits or less

 4. BAS/AA/AS Area of Study

 B. Level I:

Level I proposals are those that may be approved by the Commissioner of Higher Education. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the Board.

 1. Re-titling an existing major, minor, option or certificate

 2. Adding a new minor or certificate where there is a major or an option in a major (Curriculum Proposal Form)

 3. Revising a program (Curriculum Proposal Form)

 4. Distance or online delivery of an existing degree or certificate program

 5. Terminating an existing major, minor, option or certificate – Step 2 (Completed Program Termination Checklist)

 Temporary Certificate or AAS Degree Program

Approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the proposal to go through the normal Level II Proposal approval process.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

 C. Level I with Level II Documentation:

This type of proposal may go to the Board as a Level I item if all Chief Academic Officers are in agreement. If consensus among the Chief Academic Officers is not reached, however, the item will go to the Board as a Level II request.

 1. Adding an option within an existing major or degree (Curriculum Proposal Form)

 2. Consolidating existing programs and/or degrees (Curriculum Proposal Form)

X **D. Level II:**

Level II proposals require approval of the Board of Regents. These requests will go to the Board in a two-meeting format, the first being as informational and the second as action.

 1. Re-titling a degree (ex. From B.A. to B.F.A)

 2. Adding a new minor or certificate where there is no major or option in a major (Curriculum Proposal Form)

X **3. Establishing a new degree or adding a major or option to an existing degree** (Curriculum Proposal Form)

 4. Forming, eliminating or consolidating a college, division, school, department, institute, bureau, center, station, laboratory or similar unit (Curriculum Proposal Form or Center Proposal Form, except when eliminating or consolidating)

 5. Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit

Specify Request:

The College of Education, Health and Human Development at Montana State University is proposing a restructuring of the current master's-level curricula in the Department of Health and Human Development. The proposal does not noticeably change the educational opportunities available to students but creates clarity in the naming of and presentation of those opportunities. The total number of courses offered by the department does not change under this proposal so new additional resources are not required. Currently the Department of Health and Human Development offers a Master of Science degree in Health and Human Development. The proposed curriculum will eliminate this degree (current students will be able to complete their degrees) and replace them with six Master of Science degrees with additional options

Montana Board of Regents
CURRICULUM PROPOSAL FORM

1. Overview

The Department of Health and Human Development is dedicated to the enrichment of human well-being through teaching, research and outreach. Graduate coordinators and administrators have worked for approximately five years to **revise and restructure** the HHD curriculum so that two fundamental needs can be addressed:

- a) To update name of programs and program offerings so that better alignment exists between current trends, themes and issues related to all HHD curricula leading to the enrichment of human well-being.
- b) To make the various program offerings more visible to prospective students, thereby increasing our recruitment rates.

2. Provide a one paragraph description of the proposed program. Be specific about what degree, major, minor or option is sought.

The College of Education, Health and Human Development at Montana State University is proposing a restructuring of the current master's-level curricula in the Department of Health and Human Development. The proposal does not noticeably change the educational opportunities available to students but creates clarity in the naming of and presentation of those opportunities. The total number of courses offered by the department does not change under this proposal so new additional resources are not required. Because of the interrelationships of all of these programs, it is appropriate to consider these proposals as a single item—approving some portions and not others would not allow for the elimination of the existing majors. Currently the Department of Health and Human Development offers a Master of Science degree in Health and Human Development. The proposed curriculum will eliminate this degree (current students will be able to complete their degrees) and replace them with six Master of Science degrees with additional options:

- **Master of Science in Community Health**
- Master of Science in Counseling with options in
 - Marriage and Family Counseling
 - Mental Health Counseling
- Master of Science in Exercise and Nutrition Sciences with options in
 - Exercise Physiology and Nutrition
 - Sport and Coaching Sciences
- Master of Science in Family and Consumer Sciences
 - Early Childhood Education
 - Family Science
- Master of Science in Family Financial Planning
- Master of Science in Sustainable Food Systems

The reason for this request is to improve consistency for job placement, licensure, certification, and professional identification for students. Program offerings will be more visible to prospective students, increasing recruitment rates and minimizing difficulties for them in locating information on the available programs. Accreditation review for some programs has indicated that restructuring the majors to be consistent with the current curricular offerings would be beneficial.

In 1987, the departments of Home Economics and Physical Education merged into the Department of Health and Human Development. The MS in Health and Human Development was proposed and approved in 1996 to replace master's degrees in both Home Economics and Physical Education. Part of the reasoning was to bring together

Montana Board of Regents
CURRICULUM PROPOSAL FORM

the two departments. It is clearly visible that while the intentions to consolidate the two degrees to promote accord within the department, the actual title of the degree is unknown outside of the university.

In essence, the department is only asking for a restructuring of current curricula, allowing the offering to be more up-to-date and higher profile. We would anticipate the prospective student numbers to moderately increase, allowing for a better applicant pool from which to choose. In 2008, the Board approved restructuring of the department's baccalaureate degrees from a Bachelor of Science in Health and Human Development to areas of emphasis of study (Community Health, Early Childhood Education and Child Services, Family and Consumer Sciences, Food and Nutrition, Health and Human Performance, and Health Enhancement K-12). We are now putting in a similar request for the restructuring of our master's degrees to be reflective of their actual area of study.

3. Need

A. To what specific need is the institution responding in developing the proposed program?

Two specific needs are being addressed through the proposed reconfiguration.

1. Update the names and programmatic offerings so that better alignment exists with current trends, themes and issues related to the HHD curricula dedicated to the enrichment of human well-being.
2. To make the various program offerings more visible to perspective students, thereby increasing our recruitment rates.

The degree name changes are vital to students' ability to obtain licensure and certifications in their specific areas of study.

B. How will students and any other affected constituencies be served by the proposed program?

By restructuring the degree majors to be consistent with what the options have historically been, it should increase students' marketability and visibility in the workplace, as well as improve the marketing and public perception of the program to potential students.

C. What is the anticipated demand for the program? How was this determined?

By allowing potential students to more easily find the program they are seeking, this will allow the Department of HHD to continue to experience steady growth in all areas, especially Exercise and Nutrition Sciences and Community Health. Additionally, this reconfiguration will ensure that programs such as Counseling will continue to have consistent growth. Also, reconfiguring should increase the quality of potential candidates for the degree programs at Montana State University.

4. Institutional and System Fit

A. What is the connection between the proposed program and existing programs at the institution?

Currently, in HHD, we are offering the six proposed majors as options with one major of HHD. This restructuring represents a more visible and higher profile reconfiguration of HHD options. This allows the HHD majors to be more current while remaining directly related to our past offerings.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

B. Will approval of the proposed program require changes to any existing programs at the institution? If so, please describe.

No.

C. Describe what differentiates this program from other, closely related programs at the institution (if appropriate).

It is important to note that the majors and options proposed have existed at MSU-Bozeman for several years as educational opportunities. Therefore, the proposed restructuring will not duplicate other programs at MSU.

D. How does the proposed program serve to advance the strategic goals of the institution?

These proposed changes should enable HHD faculty to increase the recruitment of highly qualified students, which in turn, contributes to MSU's goal to raise its national and international prominence in research, creativity, innovation, and scholarly achievement. Additionally, by recruiting highly qualified candidates, this contributes to increased research excellence on MSU's campus. Accurate degree titles will increase student engagement both locally and nationally by improving their ability to obtain licensure and certifications more easily in their areas of study.

E. Describe the relationship between the proposed program and any similar programs within the Montana University System. In cases of substantial duplication, explain the need for the proposed program at an additional institution. Describe any efforts that were made to collaborate with these similar programs; and if no efforts were made, explain why. If articulation or transfer agreements have been developed for the substantially duplicated programs, please include the agreement(s) as part of the documentation.

The focus on human well-being/orientation is part of the mission statement in Health and Human Development, although many programs at MSU and UM do contribute to overall human well-being. As stated earlier, this is not new programming being proposed; this is a restructuring of current programs. The proposed programs have existed at MSU for several years, if not decades, for some. While there are some similarities between MSU and other MUS institutions such as the University of Montana, current state needs and student demand continually support these programs.

5. Program Details

A. Provide a detailed description of the proposed curriculum. Where possible, present the information in the form intended to appear in the catalog or other publications. NOTE: In the case of two-year degree programs and certificates of applied science, the curriculum should include enough detail to determine if the characteristics set out in Regents' Policy 301.12 have been met.

MS Community Health		
	Year 1	Credits
		Fall Spring
CHTH 502 - Theories and Models in Health		3
EDCI 501 - Educational Statistics I		3

Montana Board of Regents
CURRICULUM PROPOSAL FORM

HHD 501 - Prof Comm Skills in HHD	3	
Elective	3	
CHTH 503 - Community-Based Participatory Research		3
HDCO 554 - Develop Theory Across Lifespan		3
HHD 512 - Research Methods in HHD		3
Year Total:	12	9
Year 2		
	Credits	
	Fall	Spring
CHTH 575 - Professional Paper and Project or CHTH 590 - Master's Thesis	3-6	
Electives tailored to program	3-6	
CHTH 575 - Professional Paper and Project or CHTH 590 - Master's Thesis		3-6
Electives tailored to program		3
Year Total:	6-12	6-9
Total Program Credits:	33-42	
 Electives (other electives can be approved by the advisor)		
BMGT 469	Community Entrepreneurship & Nonprofit Management	3
CHTH 428	Health Disparities	3
CHTH 435	Human Response To Stress	3
CHTH 440	Principles Of Epidemiology	3
CHTH 445	Program Planning for CH	3
CHTH 598	Internship	2-12
FCS 464	Gndr, Rce, Clss, and Fam Diver	3
FCS 465R	Family Law & Public Policy	3
HEE 506	Exercise and Chronic Disease	3
HTH 455	The Ethic of Care	3
NASX 524	Contemp Iss in Am Indian Std	3
NASX 530	Federal Law and Indian Policy	3
PSCI 436	Politics of Food & Hunger	3
PSCI 559	Program Evaluation and Policy Analysis	3
SFBS 429	Small Business and Entrepreneurship in Food and Health	3
SFBS 551	Global Food Perspectives	3

Montana Board of Regents
CURRICULUM PROPOSAL FORM

B. Describe the planned implementation of the proposed program, including estimates of numbers of students at each stage.

Since this is a restructuring of existing programs rather than an introduction of new programs, the process does not follow the typical cycle of a new product. Our restructuring collectively represents an evolution and repackaging of our current curricula. Currently, we have approximately 100 master's-level students. With our repackaging we expect modest growth over the next four years at a rate of 3-5% each year. The demand for master's graduates for Montana jobs will likely be less than national demand, but the programs at MSU and UM will serve both Montana demand as well as regional and national demand for master's-prepared professionals in community health.

6. Resources

A. Will additional faculty resources be required to implement this program? If yes, please describe the need and indicate the plan for meeting this need.

No.

B. Are other, additional resources required to ensure the success of the proposed program? If yes, please describe the need and indicate the plan for meeting this need.

No.

7. Assessment

How will the success of the program be measured?

Data will be collected on the number of students who are in the various HHD majors and options during the fall of each year. Additionally, the student credit hour (SCH) production within each area will be tracked by area and by each faculty member. Finally, data on employment rates, acceptance to graduate programs, mean and median salaries will be tracked for the graduates of HHD programming.

8. Process Leading to Submission

Describe the process of developing and approving the proposed program. Indicate, where appropriate, involvement by faculty, students, community members, potential employers, accrediting agencies, etc.

The restructuring process was initiated by the graduate coordinators and HHD administration because there was a need to update the HHD programs and provide additional visibility, focus, and clarity for potential students. Considerable time was spent (approximately five years) by the faculty and HHD department head discussing the merits of restructuring the options into majors. In the end, it was decided that this restructuring would benefit the students most because of job marketability and acquisition of professional licensures and certifications. In the case of the master's in Community Health, the change in degree title will allow students to enter or progress in occupations dealing with programs that benefit communities in areas such as cancer support groups, immunization programs, community health agencies, health provision organizations, and programs helping children and adults to adapt and adjust to chronic health issues.

Therefore, the final product resulted in the six major modifications: Community Health, Counseling (options in Marriage and Family, Mental Health), Exercise and Nutrition Sciences (options in Exercise

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Physiology and Nutrition, Sport and Coaching Sciences), Family and Consumer Sciences (options in Early Childhood Education, Family Science), Family Financial Planning, Sustainable Food Systems. These majors have historically been offered under the major of Health and Human Development, we are simply requesting the major modification to list the option rather than HHD.

Restructuring of the Current Master’s Level Curriculum in the Department of Health and Human Development

The College of Education, Health and Human Development at Montana State University is proposing a restructuring of the current master’s-level curricula in the Department of Health and Human Development. The proposal does not noticeably change the educational opportunities available to students but creates clarity in the naming of and presentation of those opportunities. The total number of courses offered by the department does not change under this proposal so new additional resources are not required. Currently the Department of Health and Human Development offers a Master of Science degree in Health and Human Development. The proposed curriculum will eliminate this degree (current students will be able to complete their degrees) and replace them with six Master of Science degrees with additional options:

- Master of Science in Community Health
- Master of Science in Counseling with options in
 - Marriage and Family Counseling
 - Mental Health Counseling
- Master of Science in Exercise and Nutrition Sciences with options in
 - Exercise Physiology and Nutrition
 - Sport and Coaching Sciences
- Master of Science in Family and Consumer Sciences
 - Early Childhood Education
 - Family Science
- Master of Science in Family Financial Planning
- Master of Science in Sustainable Food Systems

The reason for this request is to improve consistency for job placement, licensure, certification, and professional identification for students. Program offerings will be more visible to prospective students, increasing recruitment rates and minimizing difficulties for them in locating information on the available programs. Accreditation review for some programs has indicated that restructuring the majors to be consistent with the current curricular offerings would be beneficial.

In 1987, the departments of Home Economics and Physical Education merged into the Department of Health and Human Development. The MS in Health and Human Development was proposed and approved in 1996 to replace master’s degrees in both Home Economics and Physical Education. Part of the reasoning was to bring together the two departments. It is clearly visible that while the intentions to consolidate the two degrees to promote accord within the department, the actual title of the degree is unknown outside of the university.

Major	Current 2015 Option	Program Emphasis
MS Health and Human Development (HHD)	Counseling	Marriage and Family Mental Health
	Exercise and Nutrition Sciences	Exercise Physiology and Nutrition Sport and Coaching Sciences
	Family Financial Planning	
	Family and Consumer Sciences	Early Childhood Education Family Science

	Food, Family and Community Health	Family and Community Health Sustainable Food Systems
Proposed Major Modifications	Proposed Options	
MS Community Health	None	
MS Counseling	Marriage and Family Counseling Mental Health Counseling	
MS Exercise and Nutrition Sciences	Exercise and Nutrition Sciences Sport and Coaching Sciences	
MS Family and Consumer Sciences	Early Childhood Education Family Science	
MS Family Financial Planning	None	
MS Sustainable Food Systems	None	

In essence, the department is only asking for a restructuring of current curricula, allowing the offering to be more up-to-date and higher profile. We would anticipate the prospective student numbers to moderately increase, allowing for a better applicant pool from which to choose. In 2008, the Board approved restructuring of the department's baccalaureate degrees from a Bachelor of Science in Health and Human Development to areas of emphasis of study (Community Health, Early Childhood Education and Child Services, Family and Consumer Sciences, Food and Nutrition, Health and Human Performance, and Health Enhancement K-12). We are now putting in a similar request for the restructuring of our master's degrees to be reflective of their actual area of study.

Number of graduates per program 2005-14. Programs within the same row denote program title changes.

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• Health Promotion & Education (2006-14)	0	1	2	2	6	1	3	3			<u>18</u> 29

• FFCH (Sustainable Food Systems concentration) 2013-14								3	4	7
• Family Financial Planning	2	n/a	1	0	4	2	3	5	17	

While FCS and FFCH rates are low, both programs are working to increase numbers with additional faculty having been hired over the last three years. New courses have been added and that will continue to make the program, along with reconfiguration, more visible and attractive to potential students.

May 19-20, 2016

ITEM 171-2014-R0516

Request for Authorization to Develop a Master of Science in Counseling with Options in Marriage and Family Counseling; Mental Health Counseling

THAT

Request that the Board of Regents grant Montana State University approval to create a Master of Science in Counseling with options in Marriage and Family Counseling; Mental Health Counseling.

EXPLANATION

The College of Education, Health and Human Development at Montana State University is proposing a restructuring of the current master's-level curricula in the Department of Health and Human Development. The proposal does not noticeably change the educational opportunities available to students but creates clarity in the naming of and presentation of those opportunities. The total number of courses offered by the department does not change under this proposal so new additional resources are not required. Currently the Department of Health and Human Development offers a Master of Science degree in Health and Human Development. The proposed curriculum will eliminate this degree (current students will be able to complete their degrees) and replace them with six Master of Science degrees with additional options.

ATTACHMENTS

Academic Proposal Request form
Curriculum Proposal Form
Attachment 1 - Appendix

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Item Number: **171-2014-R0516**

Meeting Date: **May 19-20, 2016**

Institution: **Montana State University**

CIP Code: **19.0500**

Program Title: **Master of Science in Counseling with options in Marriage and Family Counseling; Mental Health Counseling**

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit the [Academic, Research and Student Affairs Handbook](#).

A. Notifications:

Notifications are announcements conveyed to the Board of Regents at the next regular meeting.

1a. Placing a program into moratorium (Document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)

1b. Withdrawing a program from moratorium

2. Intent to terminate an existing major, minor, option or certificate – Step 1 (Phase I Program Termination Checklist)

3. Campus Certificates, CAS/AAS-Adding, re-titling, terminating or revising a campus certificate of 29 credits or less

4. BAS/AA/AS Area of Study

B. Level I:

Level I proposals are those that may be approved by the Commissioner of Higher Education. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the Board.

1. Re-titling an existing major, minor, option or certificate

2. Adding a new minor or certificate where there is a major or an option in a major (Curriculum Proposal Form)

3. Revising a program (Curriculum Proposal Form)

4. Distance or online delivery of an existing degree or certificate program

5. Terminating an existing major, minor, option or certificate – Step 2 (Completed Program Termination Checklist)

Temporary Certificate or AAS Degree Program

Approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the proposal to go through the normal Level II Proposal approval process.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

 C. Level I with Level II Documentation:

This type of proposal may go to the Board as a Level I item if all Chief Academic Officers are in agreement. If consensus among the Chief Academic Officers is not reached, however, the item will go to the Board as a Level II request.

 1. Adding an option within an existing major or degree (Curriculum Proposal Form)

 2. Consolidating existing programs and/or degrees (Curriculum Proposal Form)

X **D. Level II:**

Level II proposals require approval of the Board of Regents. These requests will go to the Board in a two-meeting format, the first being as informational and the second as action.

 1. Re-titling a degree (ex. From B.A. to B.F.A)

 2. Adding a new minor or certificate where there is no major or option in a major (Curriculum Proposal Form)

X **3. Establishing a new degree or adding a major or option to an existing degree** (Curriculum Proposal Form)

 4. Forming, eliminating or consolidating a college, division, school, department, institute, bureau, center, station, laboratory or similar unit (Curriculum Proposal Form or Center Proposal Form, except when eliminating or consolidating)

 5. Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit

Specify Request:

The College of Education, Health and Human Development at Montana State University is proposing a restructuring of the current master's-level curricula in the Department of Health and Human Development. The proposal does not noticeably change the educational opportunities available to students but creates clarity in the naming of and presentation of those opportunities. The total number of courses offered by the department does not change under this proposal so new additional resources are not required. Currently the Department of Health and Human Development offers a Master of Science degree in Health and Human Development. The proposed curriculum will eliminate this degree (current students will be able to complete their degrees) and replace them with six Master of Science degrees with additional options.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

1. Overview

The Department of Health and Human Development is dedicated to the enrichment of human well-being through teaching, research and outreach. Graduate coordinators and administrators have worked for approximately five years to **revise and restructure** the HHD curriculum so that two fundamental needs can be addressed:

- a) To update name of programs and program offerings so that better alignment exists between current trends, themes and issues related to all HHD curricula leading to the enrichment of human well-being.
- b) To make the various program offerings more visible to prospective students, thereby increasing our recruitment rates.

2. Provide a one paragraph description of the proposed program. Be specific about what degree, major, minor or option is sought.

The College of Education, Health and Human Development at Montana State University is proposing a restructuring of the current master's-level curricula in the Department of Health and Human Development. The proposal does not noticeably change the educational opportunities available to students but creates clarity in the naming of and presentation of those opportunities. The total number of courses offered by the department does not change under this proposal so new additional resources are not required. Because of the interrelationships of all of these programs, it is appropriate to consider these proposals as a single item—approving some portions and not others would not allow for the elimination of the existing majors. Currently the Department of Health and Human Development offers a Master of Science degree in Health and Human Development. The proposed curriculum will eliminate this degree (current students will be able to complete their degrees) and replace them with six Master of Science degrees with additional options:

- Master of Science in Community Health
- Master of Science in Counseling with options in
 - Marriage and Family Counseling
 - Mental Health Counseling
- Master of Science in Exercise and Nutrition Sciences with options in
 - Exercise Physiology and Nutrition
 - Sport and Coaching Sciences
- Master of Science in Family and Consumer Sciences
 - Early Childhood Education
 - Family Science
- Master of Science in Family Financial Planning
- Master of Science in Sustainable Food Systems

The reason for this request is to improve consistency for job placement, licensure, certification, and professional identification for students. Program offerings will be more visible to prospective students, increasing recruitment rates and minimizing difficulties for them in locating information on the available programs. Accreditation review for some programs has indicated that restructuring the majors to be consistent with the current curricular offerings would be beneficial.

In 1987, the departments of Home Economics and Physical Education merged into the Department of Health and Human Development. The MS in Health and Human Development was proposed and approved in 1996 to replace master's degrees in both Home Economics and Physical Education. Part of the reasoning was to bring together

Montana Board of Regents
CURRICULUM PROPOSAL FORM

the two departments. It is clearly visible that while the intentions to consolidate the two degrees to promote accord within the department, the actual title of the degree is unknown outside of the university.

In essence, the department is only asking for a restructuring of current curricula, allowing the offering to be more up-to-date and higher profile. We would anticipate the prospective student numbers to moderately increase, allowing for a better applicant pool from which to choose. In 2008, the Board approved restructuring of the department's baccalaureate degrees from a Bachelor of Science in Health and Human Development to areas of emphasis of study (Community Health, Early Childhood Education and Child Services, Family and Consumer Sciences, Food and Nutrition, Health and Human Performance, and Health Enhancement K-12). We are now putting in a similar request for the restructuring of our master's degrees to be reflective of their actual area of study.

3. Need

A. To what specific need is the institution responding in developing the proposed program?

Two specific needs are being addressed through the proposed reconfiguration.

1. Update the names and programmatic offerings so that better alignment exists with current trends, themes and issues related to the HHD curricula dedicated to the enrichment of human well-being.
2. To make the various program offerings more visible to perspective students, thereby increasing our recruitment rates.

The degree name changes are vital to students' ability to obtain licensure and certifications in their specific areas of study.

B. How will students and any other affected constituencies be served by the proposed program?

By restructuring the degree majors to be consistent with what the options have historically been, it should increase students' marketability and visibility in the workplace, as well as improve the marketing and public perception of the program to potential students.

C. What is the anticipated demand for the program? How was this determined?

By allowing potential students to more easily find the program they are seeking, this will allow the Department of HHD to continue to experience steady growth in all areas, especially Exercise and Nutrition Sciences and Community Health. Additionally, this reconfiguration will ensure that programs such as Counseling will continue to have consistent growth. Also, reconfiguring should increase the quality of potential candidates for the degree programs at Montana State University.

4. Institutional and System Fit

A. What is the connection between the proposed program and existing programs at the institution?

Currently, in HHD, we are offering the six proposed majors as options with one major of HHD. This restructuring represents a more visible and higher profile reconfiguration of HHD options. This allows the HHD majors to be more current while remaining directly related to our past offerings.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

B. Will approval of the proposed program require changes to any existing programs at the institution? If so, please describe.

No.

C. Describe what differentiates this program from other, closely related programs at the institution (if appropriate).

It is important to note that the majors and options proposed have existed at MSU-Bozeman for several years as educational opportunities. Therefore, the proposed restructuring will not duplicate other programs at MSU.

D. How does the proposed program serve to advance the strategic goals of the institution?

These proposed changes should enable HHD faculty to increase the recruitment of highly qualified students, which in turn, contributes to MSU's goal to raise its national and international prominence in research, creativity, innovation, and scholarly achievement. Additionally, by recruiting highly qualified candidates, this contributes to increased research excellence on MSU's campus. Accurate degree titles will increase student engagement both locally and nationally by improving their ability to obtain licensure and certifications more easily in their areas of study.

E. Describe the relationship between the proposed program and any similar programs within the Montana University System. In cases of substantial duplication, explain the need for the proposed program at an additional institution. Describe any efforts that were made to collaborate with these similar programs; and if no efforts were made, explain why. If articulation or transfer agreements have been developed for the substantially duplicated programs, please include the agreement(s) as part of the documentation.

The focus on human well-being/orientation is part of the mission statement in Health and Human Development, although many programs at MSU and UM do contribute to overall human well-being. As stated earlier, the Master of Science in the counseling field is not new programming being proposed; this is a restructuring of the current marriage and family and mental health programs, which have existed at MSU for several decades. While there are some similarities between MSU and other MUS institutions, current state needs and student application numbers and demand indicate the need for the programs. Furthermore, the marriage and family counseling program is the only one of its kind in the state. The post-graduation placement rate is 100%, which indicates that graduates are desired as employees. The role of counselors in addressing the mental health needs of Montanans and other residents in surrounding states is important as we tackle issues such as addiction, depression, and other mental health issues.

5. Program Details

A. Provide a detailed description of the proposed curriculum. Where possible, present the information in the form intended to appear in the catalog or other publications. NOTE: In the case of two-year degree programs and certificates of applied science, the curriculum should include enough detail to determine if the characteristics set out in Regents' Policy 301.12 have been met.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

MS Counseling

The Department of Health and Human Development offers a Master of Science degree with an option in counseling (marriage and family counseling or mental health counseling) and a Master of Education degree in School Counseling. All three programs, marriage and family counseling, mental health counseling, and school counseling, are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The marriage and family and mental health counseling programs are 60 credits and require a minimum of two years of study. All programs are designed to meet Montana licensure requirements for professional counselors. Students obtain up to 1,500 hours supervised counseling experience and training in core counseling areas. Completed applications must be filed by February 15 as students are expected to begin their graduate program the following summer session. Applications are screened only once each year following the February 15 deadline. A maximum of 25 students shall be admitted into the counseling areas each year.

Option: Marriage and Family Counseling

The 60-credit marriage and family counseling program prepares counselors to address mental health and relationship problems with individuals, couples, families, and children from a family systems perspective. Students are taught a conceptual framework for assessment and intervention which focuses on the multiple systems and family context of individual development. Emphasis is on a positive, competency-based view of individual and family strengths. This approach examines the larger environments in which individuals and families interact and the plethora of influences (i.e. social, cultural, and economic) that affect human growth and development. Interpersonal issues between family members and the family and outer environmental systems are highlighted.

In addition to family systems theory, students are well grounded in individual and group counseling theories. Collaboration between marriage and family counselors and other mental health care providers is emphasized.

The Marriage and Family Counseling program meets educational licensure requirements for a Licensed Clinical Professional Counselor in the State of Montana. After licensure, graduates of the Marriage and Family Counseling track work in a variety of counseling contexts where they see children, adolescents, individuals, couples, and families. In this program track students are prepared to work with individuals, as well as with couples and families. This extended focus beyond individual counseling provides a well-rounded training experience.

Summer

HDCO 502	Cnsl Ethic Prof Orient	2
HDCO 508	Counseling Theories I	3
HDCO 558	Career Counseling	2

Fall

HDCO 503	Prof Issues in Counseling	3
HDCO 510	Counseling Theories II	3
HDCO 521	Counseling Skills Lab	1
HDCO 522	Group Counseling	3

Spring

HDCO 523	Theory and Practice of Addiction	2
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Montana Board of Regents
CURRICULUM PROPOSAL FORM

HDCO 525	Counsel Child & Adolescents	3
HDCO 550	Counseling Research and Eval	2
HDCO 564	Diagnosis and Mental Health	3
HDCO 571	Prof Counsel Practicum	3
Summer		
HDCO 524	Consultation and Crisis: Theory and Practice	3
HDCO 551	Appraisal	3
HDCO 598	Internship	2
Fall		
HDCO 554	Develop Theory Across Lifespan	3
HDCO 563	Multicultural Awareness	3
HDCO 565	Marital & Relationship Counsel	3
HDCO 598	Internship	2
Spring		
HDCO 569	Advanced Family Counseling	3
HDCO 598	Internship	2
Electives		6
Total Credits		60

Partial List of Electives

CHTH 435	Human Response To Stress	3
HDCO 526	Adventure Counseling	3
HDCO 530	Mind-Body Well-Being Self-Care	3
HDCO 556	Sexuality Counseling	3
HDCO 568	Mental Health Methods	3
HDCO 575	Prof Paper/Project	1-10
or HDCO 590	Master's Thesis	

Option: Mental Health Counseling

The 60-credit mental health counseling track prepares counselors to apply principles of human development, counseling theory, learning theory, group dynamics and the etiology of mental illness and dysfunctional behavior in their work at a variety of mental health facilities.

The mental health counseling area of study provides students with 700 hours of supervised experience in appraisal, individual, group counseling, and consultation in primarily clinic and community agencies. The goals of the Mental Health Counseling program are the following: to enhance students' personal and professional development as counselors; to increase their ability to understand the characteristics and concerns of various client populations and their environments; and to develop their knowledge and skills in use of theory based counseling model.

The mental health counseling program meets educational licensure requirements for a Licensed Clinical Professional Counselor in the State of Montana. After licensure, graduates of the mental health program work in a variety of mental health counseling contexts where they see adults.

Summer

Montana Board of Regents
CURRICULUM PROPOSAL FORM

HDCO 502	Cnsl Ethic Prof Orient	2
HDCO 508	Counseling Theories I	3
HDCO 558	Career Counseling	2
Fall		
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HDCO 598	Internship	2
Electives		
		3
Spring		
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HDCO 556	Sexuality Counseling	3
HDCO 565	Marital & Relationship Counsel	3
HDCO 569	Advanced Family Counseling	3
HDCO 575	Prof Paper/Project	1-4

B. Describe the planned implementation of the proposed program, including estimates of numbers of students at each stage.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Since this is a restructuring of existing programs rather than an introduction of new programs, the process does not follow the typical cycle of a new product. Our restructuring collectively represents an evolution and repackaging of our current curricula. Currently, we have approximately 100 master's-level students. With our repackaging we expect modest growth over the next four years at a rate of 3-5% each year.

6. Resources

A. Will additional faculty resources be required to implement this program? If yes, please describe the need and indicate the plan for meeting this need.

No.

B. Are other, additional resources required to ensure the success of the proposed program? If yes, please describe the need and indicate the plan for meeting this need.

No.

7. Assessment

How will the success of the program be measured?

Data will be collected on the number of students who are in the various HHD majors and options during the fall of each year. Additionally, the student credit hour (SCH) production within each area will be tracked by area and by each faculty member. Finally, data on employment rates, acceptance to graduate programs, mean and median salaries will be tracked for the graduates of HHD programming.

8. Process Leading to Submission

Describe the process of developing and approving the proposed program. Indicate, where appropriate, involvement by faculty, students, community members, potential employers, accrediting agencies, etc.

The restructuring process was initiated by the graduate coordinators and HHD administration because there was a need to update the HHD programs and provide additional visibility, focus, and clarity for potential students. Considerable time was spent (approximately five years) by the faculty and HHD department head discussing the merits of restructuring the options into majors. In the end, it was decided that this restructuring would benefit the students most because of job marketability and acquisition of professional licensures and certifications. Especially in Counseling, which has professional licensure requirements, having a degree title that reflects the counseling field is critical to the professional employment of graduates. The faculty in Health and Human Development have written many letters to potential employers and professional licensure boards to state unequivocally that the graduates do have the credentials for licensure. Having a precise degree title will solve these problems.

Therefore, the final product resulted in the six major modifications: Community Health, Counseling (options in Marriage and Family, Mental Health), Exercise and Nutrition Sciences (options in Exercise Physiology and Nutrition, Sport and Coaching Sciences), Family and Consumer Sciences (options in Early Childhood Education, Family Science), Family Financial Planning, Sustainable Food Systems. These majors have historically been offered under the major of Health and Human Development, we are simply requesting the major modification to list the option rather than HHD.

Restructuring of the Current Master’s Level Curriculum in the Department of Health and Human Development

The College of Education, Health and Human Development at Montana State University is proposing a restructuring of the current master’s-level curricula in the Department of Health and Human Development. The proposal does not noticeably change the educational opportunities available to students but creates clarity in the naming of and presentation of those opportunities. The total number of courses offered by the department does not change under this proposal so new additional resources are not required. Currently the Department of Health and Human Development offers a Master of Science degree in Health and Human Development. The proposed curriculum will eliminate this degree (current students will be able to complete their degrees) and replace them with six Master of Science degrees with additional options:

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 - Family Science
- Master of Science in Family Financial Planning
- Master of Science in Sustainable Food Systems

The reason for this request is to improve consistency for job placement, licensure, certification, and professional identification for students. Program offerings will be more visible to prospective students, increasing recruitment rates and minimizing difficulties for them in locating information on the available programs. Accreditation review for some programs has indicated that restructuring the majors to be consistent with the current curricular offerings would be beneficial.

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	Family Science
Food, Family and Community Health	Family and Community Health Sustainable Food Systems

Proposed Major Modifications	Proposed Options
MS Community Health	None
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MS Exercise and Nutrition Sciences	Exercise and Nutrition Sciences Sport and Coaching Sciences
MS Family and Consumer Sciences	Early Childhood Education Family Science
MS Family Financial Planning	None
MS Sustainable Food Systems	None

In essence, the department is only asking for a restructuring of current curricula, allowing the offering to be more up-to-date and higher profile. We would anticipate the prospective student numbers to moderately increase, allowing for a better applicant pool from which to choose. In 2008, the Board approved restructuring of the department's baccalaureate degrees from a Bachelor of Science in Health and Human Development to areas of emphasis of study (Community Health, Early Childhood Education and Child Services, Family and Consumer Sciences, Food and Nutrition, Health and Human Performance, and Health Enhancement K-12). We are now putting in a similar request for the restructuring of our master's degrees to be reflective of their actual area of study.

Number of graduates per program 2005-14. Programs within the same row denote program title changes.

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• Exercise & Nutrition Sciences (2006-14)		1	8	10	9	4	13	7	5	10	<u>67</u> 95
• FFCH (Family & Community Health concentration) 2013-14									0	4	4
• Family & Consumer Sciences (2005-11)	1	1	2	n/a	1	1	1				7
• Family & Consumer Sciences (2005-11)	0	1	2	2	6	1	3	3			<u>18</u> 29

• Health Promotion & Education (2006-14)										
• FFCH (Sustainable Food Systems concentration) 2013-14							3	4	7	
• Family Financial Planning	2	n/a	1	0	4	2	3	5	17	

While FCS and FFCH rates are low, both programs are working to increase numbers with additional faculty having been hired over the last three years. New courses have been added and that will continue to make the program, along with reconfiguration, more visible and attractive to potential students.

May 19-20, 2016

ITEM 171-2015-R0516

Request for Authorization to Develop a Master of Science in Exercise and Nutrition Sciences with Options in Exercise Physiology and Nutrition; Sports and Coaching Sciences

THAT

Request that the Board of Regents grant approval to Montana State University to create a Master of Science in Exercise and Nutrition Sciences with options in Exercise Physiology and Nutrition; Sports and Coaching Sciences.

EXPLANATION

The College of Education, Health and Human Development at Montana State University is proposing a restructuring of the current master's-level curricula in the Department of Health and Human Development. The proposal does not noticeably change the educational opportunities available to students but creates clarity in the naming of and presentation of those opportunities. The total number of courses offered by the department does not change under this proposal so new additional resources are not required. Currently the Department of Health and Human Development offers a Master of Science degree in Health and Human Development. The proposed curriculum will eliminate this degree (current students will be able to complete their degrees) and replace them with six Master of Science degrees with additional options.

ATTACHMENTS

Academic Proposal Request form
Curriculum Proposal Form
Attachment 1 - Appendix

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Item Number: 171-2015-R0516

Meeting Date: May 19-20, 2016

Institution: Montana State University

CIP Code: 19.0500

Program Title: Master of Science in Exercise and Nutrition Sciences with options in Exercise Physiology and Nutrition;
Sports and Coaching Sciences

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit the [Academic, Research and Student Affairs Handbook](#).

 A. Notifications:

Notifications are announcements conveyed to the Board of Regents at the next regular meeting.

 1a. Placing a program into moratorium (Document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)

 1b. Withdrawing a program from moratorium

 2. Intent to terminate an existing major, minor, option or certificate – Step 1 (Phase I Program Termination Checklist)

 3. Campus Certificates, CAS/AAS-Adding, re-titling, terminating or revising a campus certificate of 29 credits or less

 4. BAS/AA/AS Area of Study

 B. Level I:

Level I proposals are those that may be approved by the Commissioner of Higher Education. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the Board.

 1. Re-titling an existing major, minor, option or certificate

 2. Adding a new minor or certificate where there is a major or an option in a major (Curriculum Proposal Form)

 3. Revising a program (Curriculum Proposal Form)

 4. Distance or online delivery of an existing degree or certificate program

 5. Terminating an existing major, minor, option or certificate – Step 2 (Completed Program Termination Checklist)

 Temporary Certificate or AAS Degree Program

Approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the proposal to go through the normal Level II Proposal approval process.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

 C. Level I with Level II Documentation:

This type of proposal may go to the Board as a Level I item if all Chief Academic Officers are in agreement. If consensus among the Chief Academic Officers is not reached, however, the item will go to the Board as a Level II request.

 1. Adding an option within an existing major or degree (Curriculum Proposal Form)

 2. Consolidating existing programs and/or degrees (Curriculum Proposal Form)

 X **D. Level II:**

Level II proposals require approval of the Board of Regents. These requests will go to the Board in a two-meeting format, the first being as informational and the second as action.

 1. Re-titling a degree (ex. From B.A. to B.F.A)

 2. Adding a new minor or certificate where there is no major or option in a major (Curriculum Proposal Form)

 X **3. Establishing a new degree or adding a major or option to an existing degree** (Curriculum Proposal Form)

 4. Forming, eliminating or consolidating a college, division, school, department, institute, bureau, center, station, laboratory or similar unit (Curriculum Proposal Form or Center Proposal Form, except when eliminating or consolidating)

 5. Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit

Specify Request:

The College of Education, Health and Human Development at Montana State University is proposing a restructuring of the current master's-level curricula in the Department of Health and Human Development. The proposal does not noticeably change the educational opportunities available to students but creates clarity in the naming of and presentation of those opportunities. The total number of courses offered by the department does not change under this proposal so new additional resources are not required. Currently the Department of Health and Human Development offers a Master of Science degree in Health and Human Development. The proposed curriculum will eliminate this degree (current students will be able to complete their degrees) and replace them with six Master of Science degrees with additional options.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

1. Overview

The Department of Health and Human Development is dedicated to the enrichment of human well-being through teaching, research and outreach. Graduate coordinators and administrators have worked for approximately five years to **revise and restructure** the HHD curriculum so that two fundamental needs can be addressed:

- a) To update name of programs and program offerings so that better alignment exists between current trends, themes and issues related to all HHD curricula leading to the enrichment of human well-being.
- b) To make the various program offerings more visible to prospective students, thereby increasing our recruitment rates.

2. Provide a one paragraph description of the proposed program. Be specific about what degree, major, minor or option is sought.

The College of Education, Health and Human Development at Montana State University is proposing a restructuring of the current master's-level curricula in the Department of Health and Human Development. The proposal does not noticeably change the educational opportunities available to students but creates clarity in the naming of and presentation of those opportunities. The total number of courses offered by the department does not change under this proposal so new additional resources are not required. Because of the interrelationships of all of these programs, it is appropriate to consider these proposals as a single item—approving some portions and not others would not allow for the elimination of the existing majors. Currently the Department of Health and Human Development offers a Master of Science degree in Health and Human Development. The proposed curriculum will eliminate this degree (current students will be able to complete their degrees) and replace them with six Master of Science degrees with additional options:

- Master of Science in Community Health
- Master of Science in Counseling with options in
 - Marriage and Family Counseling
 - Mental Health Counseling
- Master of Science in Exercise and Nutrition Sciences with options in
 - Exercise Physiology and Nutrition
 - Sport and Coaching Sciences
- Master of Science in Family and Consumer Sciences
 - Early Childhood Education
 - Family Science
- Master of Science in Family Financial Planning
- Master of Science in Sustainable Food Systems

The reason for this request is to improve consistency for job placement, licensure, certification, and professional identification for students. Program offerings will be more visible to prospective students, increasing recruitment rates and minimizing difficulties for them in locating information on the available programs. Accreditation review for some programs has indicated that restructuring the majors to be consistent with the current curricular offerings would be beneficial.

In 1987, the departments of Home Economics and Physical Education merged into the Department of Health and Human Development. The MS in Health and Human Development was proposed and approved in 1996 to replace master's degrees in both Home Economics and Physical Education. Part of the reasoning was to bring together

Montana Board of Regents
CURRICULUM PROPOSAL FORM

the two departments. It is clearly visible that while the intentions to consolidate the two degrees to promote accord within the department, the actual title of the degree is unknown outside of the university.

In essence, the department is only asking for a restructuring of current curricula, allowing the offering to be more up-to-date and higher profile. We would anticipate the prospective student numbers to moderately increase, allowing for a better applicant pool from which to choose. In 2008, the Board approved restructuring of the department's baccalaureate degrees from a Bachelor of Science in Health and Human Development to areas of emphasis of study (Community Health, Early Childhood Education and Child Services, Family and Consumer Sciences, Food and Nutrition, Health and Human Performance, and Health Enhancement K-12). We are now putting in a similar request for the restructuring of our master's degrees to be reflective of their actual area of study.

3. Need

A. To what specific need is the institution responding in developing the proposed program?

Two specific needs are being addressed through the proposed reconfiguration.

1. Update the names and programmatic offerings so that better alignment exists with current trends, themes and issues related to the HHD curricula dedicated to the enrichment of human well-being.
2. To make the various program offerings more visible to perspective students, thereby increasing our recruitment rates.

The degree name changes are vital to students' ability to obtain licensure and certifications in their specific areas of study.

B. How will students and any other affected constituencies be served by the proposed program?

By restructuring the degree majors to be consistent with what the options have historically been, it should increase students' marketability and visibility in the workplace, as well as improve the marketing and public perception of the program to potential students.

C. What is the anticipated demand for the program? How was this determined?

By allowing potential students to more easily find the program they are seeking, this will allow the Department of HHD to continue to experience steady growth in all areas, especially Exercise and Nutrition Sciences and Community Health. Additionally, this reconfiguration will ensure that programs such as Counseling will continue to have consistent growth. Also, reconfiguring should increase the quality of potential candidates for the degree programs at Montana State University.

4. Institutional and System Fit

A. What is the connection between the proposed program and existing programs at the institution?

Currently, in HHD, we are offering the six proposed majors as options with one major of HHD. This restructuring represents a more visible and higher profile reconfiguration of HHD options. This allows the HHD majors to be more current while remaining directly related to our past offerings.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

B. Will approval of the proposed program require changes to any existing programs at the institution? If so, please describe.

No.

C. Describe what differentiates this program from other, closely related programs at the institution (if appropriate).

It is important to note that the majors and options proposed have existed at MSU-Bozeman for several years as educational opportunities. Therefore, the proposed restructuring will not duplicate other programs at MSU.

D. How does the proposed program serve to advance the strategic goals of the institution?

These proposed changes should enable HHD faculty to increase the recruitment of highly qualified students, which in turn, contributes to MSU's goal to raise its national and international prominence in research, creativity, innovation, and scholarly achievement. Additionally, by recruiting highly qualified candidates, this contributes to increased research excellence on MSU's campus. Accurate degree titles will increase student engagement both locally and nationally by improving their ability to obtain licensure and certifications more easily in their areas of study.

E. Describe the relationship between the proposed program and any similar programs within the Montana University System. In cases of substantial duplication, explain the need for the proposed program at an additional institution. Describe any efforts that were made to collaborate with these similar programs; and if no efforts were made, explain why. If articulation or transfer agreements have been developed for the substantially duplicated programs, please include the agreement(s) as part of the documentation.

The focus on human well-being/orientation is part of the mission statement in Health and Human Development, although many programs at MSU and UM do contribute to overall human well-being. As stated earlier, this is not new programming being proposed; this is a restructuring of current programs. The proposed degree title of Exercise and Nutrition Sciences is new but the degree program and the degree option has been in existence for at least a decade. The program focuses on physiological, nutritional, and biomechanical aspects of exercise for health and physical performance. Students take two graduate courses focusing on physiology and nutrition (NUTR 511 and KIN 515), one graduate course on exercise physiology (KIN 545), and one graduate course in biomechanics (KIN 525), in addition to a variety of exercise and nutrition science electives.

5. Program Details

A. Provide a detailed description of the proposed curriculum. Where possible, present the information in the form intended to appear in the catalog or other publications. NOTE: In the case of two-year degree programs and certificates of applied science, the curriculum should include enough detail to determine if the characteristics set out in Regents' Policy 301.12 have been met.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

MS Exercise and Nutrition Sciences

The Department of Health and Human Development offers a Master of Science degree in exercise and nutrition sciences with two options:

- **exercise and nutrition sciences, and**
- **sport and coaching sciences.**

Prerequisites

Ideally, entering graduate students will have completed a bachelor's degree in Exercise Science, Nutrition, or a closely related field (e.g., Biology, Pre-Physical Therapy) with appropriate background course work (e.g., chemistry, biology, anatomy, physiology) to enter the exercise and nutritional sciences program.

Ideally, entering graduate students will have a bachelor's degree in health enhancement or physical education, athletic training, and or appropriate practical experience for the sport and coaching sciences program. For example, athletic coaches and administrators at any level of sport--competitive, developmental, or recreational--athletic trainers, health enhancement or physical education teachers, or those in the private sector who are involved or interested in the application of sport and teaching sciences are welcome.

Admissions

Admissions decisions are based on:

1. Undergraduate preparation (GPA and strength of prerequisite course work)
2. GRE combined score from verbal and quantitative tests
3. Goodness of fit and how consistent interests and goals of student align with research and outreach goals of faculty (to be addressed in personal essay)
4. Relevant professional experience
5. Strength of letters of recommendation

The exercise and nutrition sciences program allows students to focus on understanding the determinants of physical activity and energy expenditure, adaptations to exercise that impact human work performance and disease risk, neuromechanics, neurophysiology, and exercise metabolism and nutrition. Although not required, a graduate student may simultaneously complete course work needed to become a Registered Dietitian. A graduate student may earn a [verification statement](#) by completing required classes in the MSU dietetics program. The verification statement is **required** in order to apply to an accredited dietetic internship.

The sport and coaching sciences program is designed to meet the need in advanced coaching and sport science abilities at the local, state, national and international levels. Course work includes knowledge pertinent to coaches of all sports at developmental, competitive, and high performance levels as well as sport administrators in both public and private sectors.

Required Courses for all Exercise and Nutrition Sciences option:

Fall

HHD 501	Prof Comm Skills in HHD	3
KIN 515	Exercise Performance and Nutr	3
or KIN 545	Graduate Exercise Physiology	
STAT 401	Applied Methods in Statistics	3
or EDCI 501	Educational Statistics I	

Spring

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CURRICULUM PROPOSAL FORM

HHD 512	Research Methods in HHD	3
NUTR 511	Exercise Metabolism and Health	3
or KIN 525	Neuromechanics of Human Movement	
Electives		3-4
Fall		
KIN 515	Exercise Performance and Nutr	3
or KIN 545	Graduate Exercise Physiology	
Electives		3
Spring		
KIN 575	Professional Paper and Project	3-10
or KIN 590	Master's Thesis	
NUTR 511	Exercise Metabolism and Health	3
or KIN 525	Neuromechanics of Human Movement	
Electives		3-6
Total Credits		30
Required Courses for Sport and Coaching Sciences option:		
Fall		
EDCI 501	Educational Statistics I	3
HHD 501	Prof Comm Skills in HHD	3
HTH 455	The Ethic of Care	3
or KIN 440R	Sport Psychology	
Spring		
HEE 506	Exercise and Chronic Disease	3
HHD 512	Research Methods in HHD	3
Electives		3
Fall		
COA 405	Advanced Concepts in Coaching	3
Electives		3
Spring		
KIN 575	Professional Paper and Project	3-10
or KIN 590	Master's Thesis	
Electives		3
Total Credits		30

B. Describe the planned implementation of the proposed program, including estimates of numbers of students at each stage.

Since this is a restructuring of existing programs rather than an introduction of new programs, the process does not follow the typical cycle of a new product. Our restructuring collectively represents an evolution and

Montana Board of Regents
CURRICULUM PROPOSAL FORM

repackaging of our current curricula. Currently, we have approximately 100 master's-level students. With our repackaging we expect modest growth over the next four years at a rate of 3-5% each year.

6. Resources

A. Will additional faculty resources be required to implement this program? If yes, please describe the need and indicate the plan for meeting this need.

No.

B. Are other, additional resources required to ensure the success of the proposed program? If yes, please describe the need and indicate the plan for meeting this need.

No.

7. Assessment

How will the success of the program be measured?

Data will be collected on the number of students who are in the various HHD majors and options during the fall of each year. Additionally, the student credit hour (SCH) production within each area will be tracked by area and by each faculty member. Finally, data on employment rates, acceptance to graduate programs, mean and median salaries will be tracked for the graduates of HHD programming.

8. Process Leading to Submission

Describe the process of developing and approving the proposed program. Indicate, where appropriate, involvement by faculty, students, community members, potential employers, accrediting agencies, etc.

The restructuring process was initiated by the graduate coordinators and HHD administration because there was a need to update the HHD programs and provide additional visibility, focus, and clarity for potential students. Considerable time was spent (approximately five years) by the faculty and HHD department head discussing the merits of restructuring the options into majors. In the end, it was decided that this restructuring would benefit the students most because of job marketability and acquisition of professional licensures and certifications. Many graduates with master's degrees apply to PhD, DPT (doctor of physical therapy), and MD programs and the presence of a diploma stating a master's in Exercise and Nutrition Sciences will cause these applicants to be more competitive in the highly sought-after opportunities for further graduate degrees.

Therefore, the final product resulted in the six major modifications: Community Health, Counseling (options in Marriage and Family, Mental Health), Exercise and Nutrition Sciences (options in Exercise Physiology and Nutrition, Sport and Coaching Sciences), Family and Consumer Sciences (options in Early Childhood Education, Family Science), Family Financial Planning, Sustainable Food Systems. These majors have historically been offered under the major of Health and Human Development, we are simply requesting the major modification to list the option rather than HHD.

Restructuring of the Current Master’s Level Curriculum in the Department of Health and Human Development

The College of Education, Health and Human Development at Montana State University is proposing a restructuring of the current master’s-level curricula in the Department of Health and Human Development. The proposal does not noticeably change the educational opportunities available to students but creates clarity in the naming of and presentation of those opportunities. The total number of courses offered by the department does not change under this proposal so new additional resources are not required. Currently the Department of Health and Human Development offers a Master of Science degree in Health and Human Development. The proposed curriculum will eliminate this degree (current students will be able to complete their degrees) and replace them with six Master of Science degrees with additional options:

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- Master of Science in Family and Consumer Sciences
 - Early Childhood Education
 - Family Science
- Master of Science in Family Financial Planning
- Master of Science in Sustainable Food Systems

The reason for this request is to improve consistency for job placement, licensure, certification, and professional identification for students. Program offerings will be more visible to prospective students, increasing recruitment rates and minimizing difficulties for them in locating information on the available programs. Accreditation review for some programs has indicated that restructuring the majors to be consistent with the current curricular offerings would be beneficial.

In 1987, the departments of Home Economics and Physical Education merged into the Department of Health and Human Development. The MS in Health and Human Development was proposed and approved in 1996 to replace master’s degrees in both Home Economics and Physical Education. Part of the reasoning was to bring together the two departments. It is clearly visible that while the intentions to consolidate the two degrees to promote accord within the department, the actual title of the degree is unknown outside of the university.

Major	Current 2015 Option	Program Emphasis
MS Health and Human Development (HHD)	Counseling	Marriage and Family Mental Health
	Exercise and Nutrition Sciences	Exercise Physiology and Nutrition Sport and Coaching Sciences
	Family Financial Planning	
	Family and Consumer Sciences	Early Childhood Education

	Family Science
Food, Family and Community Health	Family and Community Health Sustainable Food Systems

Proposed Major Modifications	Proposed Options
MS Community Health	None
MS Counseling	Marriage and Family Counseling Mental Health Counseling
MS Exercise and Nutrition Sciences	Exercise and Nutrition Sciences Sport and Coaching Sciences
MS Family and Consumer Sciences	Early Childhood Education Family Science
MS Family Financial Planning	None
MS Sustainable Food Systems	None

In essence, the department is only asking for a restructuring of current curricula, allowing the offering to be more up-to-date and higher profile. We would anticipate the prospective student numbers to moderately increase, allowing for a better applicant pool from which to choose. In 2008, the Board approved restructuring of the department's baccalaureate degrees from a Bachelor of Science in Health and Human Development to areas of emphasis of study (Community Health, Early Childhood Education and Child Services, Family and Consumer Sciences, Food and Nutrition, Health and Human Performance, and Health Enhancement K-12). We are now putting in a similar request for the restructuring of our master's degrees to be reflective of their actual area of study.

Number of graduates per program 2005-14. Programs within the same row denote program title changes.

Option/title	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	Total
• Counseling	10	9	15	15	14	17	15	12	13	13	133
• Health, Exercise & Wellness (2005-07)	2	2	3	2	6	1	3	3	0	6	28
• Exercise & Nutrition Sciences (2006-14)		1	8	10	9	4	13	7	5	10	<u>67</u> 95
• FFCH (Family & Community Health concentration) 2013-14									0	4	4
• Family & Consumer Sciences (2005-11)	1	1	2	n/a	1	1	1				7
	0	1	2	2	6	1	3	3			<u>18</u> 29

• Health Promotion & Education (2006-14)										
• FFCH (Sustainable Food Systems concentration) 2013-14							3	4	7	
• Family Financial Planning	2	n/a	1	0	4	2	3	5	17	

While FCS and FFCH rates are low, both programs are working to increase numbers with additional faculty having been hired over the last three years. New courses have been added and that will continue to make the program, along with reconfiguration, more visible and attractive to potential students.

May 19-20, 2016

ITEM 171-2016-R0516

Request for Authorization to Develop a Master of Science in Family and Consumer Sciences with Options in Early Childhood Education and Family Science

THAT

Request that the Board of Regents grant approval to Montana State University to create a Master of Science in Family and Consumer Science with options in Early Childhood Education and Family Science

EXPLANATION

The College of Education, Health and Human Development at Montana State University is proposing a restructuring of the current master's-level curricula in the Department of Health and Human Development. The proposal does not noticeably change the educational opportunities available to students but creates clarity in the naming of and presentation of those opportunities. The total number of courses offered by the department does not change under this proposal so new additional resources are not required. Currently the Department of Health and Human Development offers a Master of Science degree in Health and Human Development. The proposed curriculum will eliminate this degree (current students will be able to complete their degrees) and replace them with six Master of Science degrees with additional options.

ATTACHMENTS

Academic Proposal Request Form
Curriculum Proposal Form
Attachment 1 - Appendix

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Item Number: 171-2016-R0516 Meeting Date: May 19-20, 2016
Institution: Montana State University CIP Code: 19.0500
Program Title: Master of Science in Family and Consumer Sciences with options in Early Childhood Education and Family Science

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit the [Academic, Research and Student Affairs Handbook](#).

 A. Notifications:

Notifications are announcements conveyed to the Board of Regents at the next regular meeting.

- 1a. Placing a program into moratorium** (Document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)
- 1b. Withdrawing a program from moratorium**
- 2. Intent to terminate an existing major, minor, option or certificate – Step 1** (Phase I Program Termination Checklist)
- 3. Campus Certificates, CAS/AAS-Adding, re-titling, terminating or revising a campus certificate of 29 credits or less**
- 4. BAS/AA/AS Area of Study**

 B. Level I:

Level I proposals are those that may be approved by the Commissioner of Higher Education. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the Board.

- 1. Re-titling an existing major, minor, option or certificate**
- 2. Adding a new minor or certificate where there is a major or an option in a major** (Curriculum Proposal Form)
- 3. Revising a program** (Curriculum Proposal Form)
- 4. Distance or online delivery of an existing degree or certificate program**
- 5. Terminating an existing major, minor, option or certificate – Step 2** (Completed Program Termination Checklist)

 Temporary Certificate or AAS Degree Program

Approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the proposal to go through the normal Level II Proposal approval process.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

 C. Level I with Level II Documentation:

This type of proposal may go to the Board as a Level I item if all Chief Academic Officers are in agreement. If consensus among the Chief Academic Officers is not reached, however, the item will go to the Board as a Level II request.

 1. Adding an option within an existing major or degree (Curriculum Proposal Form)

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 X **D. Level II:**

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 5. Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit

Specify Request:

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Montana Board of Regents
CURRICULUM PROPOSAL FORM

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2. Provide a one paragraph description of the proposed program. Be specific about what degree, major, minor or option is sought.

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Montana Board of Regents
CURRICULUM PROPOSAL FORM

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The degree name changes are vital to students' ability to obtain licensure and certifications in their specific areas of study.

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A. What is the connection between the proposed program and existing programs at the institution?

Currently, in HHD, we are offering the six proposed majors as options with one major of HHD. This restructuring represents a more visible and higher profile reconfiguration of HHD options. This allows the HHD majors to be more current while remaining directly related to our past offerings.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

B. Will approval of the proposed program require changes to any existing programs at the institution? If so, please describe.

No.

C. Describe what differentiates this program from other, closely related programs at the institution (if appropriate).

It is important to note that the majors and options proposed have existed at MSU-Bozeman for several years as educational opportunities. Therefore, the proposed restructuring will not duplicate other programs at MSU.

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E. Describe the relationship between the proposed program and any similar programs within the Montana University System. In cases of substantial duplication, explain the need for the proposed program at an additional institution. Describe any efforts that were made to collaborate with these similar programs; and if no efforts were made, explain why. If articulation or transfer agreements have been developed for the substantially duplicated programs, please include the agreement(s) as part of the documentation.

The focus on human well-being/orientation is part of the mission statement in Health and Human Development, although many programs at MSU and UM do contribute to overall human well-being. Family and Consumer Sciences is especially involved in the economic and financial well-being of families and individuals because students can take courses in financial planning as part of their programs. Additionally, the social and emotional well-being of families and individuals are integral to the program and at least six credits of the master's program are focused on the research in the family as a system. As stated earlier, this is not new programming being proposed; this is a restructuring of current programs. This is the only FCS program offered at both the bachelor's- and master's-levels in the state of Montana. The demand for Early Childhood master's-level degrees is anticipated as state and federal programs encouraging students to gain higher education certificates and degrees have grown in the past five years.

5. Program Details

A. Provide a detailed description of the proposed curriculum. Where possible, present the information in the form intended to appear in the catalog or other publications. NOTE: In the case of two-year degree programs and certificates of applied science, the curriculum should include enough detail to determine if the characteristics set out in Regents' Policy 301.12 have been met.

MS Family and Consumer Sciences

Montana Board of Regents
CURRICULUM PROPOSAL FORM

The Department of Health and Human Development offers a Master of Science degree with an option in family and consumer sciences. The option offers an area of study in early childhood education/child development and family science. Students must successfully complete a 36-credit minimum course of study. Interested students may obtain descriptions by visiting the department web site at www.montana.edu/hhd.

Early Childhood Education Option

The Early Childhood Education option requires 36-credits of course work and offers both a non-thesis and thesis option. A non-thesis requires the completion of a professional paper or project that is designed by the student. A thesis is recommended for individuals interested in pursuing scholarly research or continuing on in a Ph.D. program. The early childhood program emphasizes the advanced study of education, care, and development of children within the context of families, educational and human service settings, communities, and societies. The program focuses on early education, child development, families in social context, and research methods and design. Flexibility within the program enables students to select supporting courses in the areas of specialized early childhood education, working with adults, business, administration, program evaluation and policy, research, internship and individual studies. Students are encouraged to be creative in the development of their program to help them accomplish their professional goals. Students develop skills necessary for working with diverse children and families, planning, developing, implementing, and evaluating programs for children and families, and conducting research. The program prepares students for a variety of careers in early childhood settings, child care related programs and businesses, child-related community, state or federal agencies, non-profit settings, early intervention settings, public policy, parent education, and teaching adults.

Thesis Option (Plan A)

EDCI 501	Educ Statistics I	3 credits
EDEC 555	Perspect Child & Adol Dev	3 credits
HDCO 563	Multicultural Awareness	3 credits
EDEC 598	Internship	3 credits
EDEC 590	Master's Thesis	10 credits
Take one of the Following		
EDCI 506	App Educ Research	3 credits
EDCI 507	Qualitative Methods	3 credits
HHD 512	Research Des in HHD	3 credits
XXX	Supporting Courses	11 credits

Total Program 36 credits

Non-Thesis Option (Plan B)

EDEC 555	Perspect Child & Adol Dev	3 credits
HDCO 563	Multicultural Awareness	3 credits
EDEC 575	Prof Paper/Project	4 credits
EDEC 598	Internship	3 credits
Take one of the Following		

Montana Board of Regents
CURRICULUM PROPOSAL FORM

EDCI 506	App Educ Research	3 credits
EDCI 507	Qualitative Methods	3 credits
HHD 512	Research Des in HHD	3 credits
XXX	Supporting Courses	20 credits

Total Program 36 credits

Family Science Option

This program is structured to prepare scholars in the field of family science. Students have the opportunity to develop skills necessary for professional achievement in basic and applied research settings and in public and private organizations. The strength of this master's program is based on its focused study of the health and well-being of families. One goal of the program is to facilitate student proficiency in producing and consuming research. Curriculum development, program, evaluation, and policy analysis are also emphasized. Non-thesis and thesis plans are available. A non-thesis plan requires the completion of a professional paper and additional course work. Students can also choose to do an internship in a professional setting to further enhance their understanding of the family field. Students must successfully complete a 36-credit minimum course of study.

EDCI 501	Educ Statistics I	3 credits
EDEC 555	Current Res in Child/Adol Dev	3 credits
HDCO 563 or FCS 464	Multicultural Awareness Gen, Race, Class, Fam Div	3 credits
FCS 598	Internship	3 credits
FCS 590	Master's Thesis	3 credits (Plan A Only)
HEE 520	Curriculum Design	3 credits
HHD 501	Prof Comm Skills in HHD	3 credits
HHD 512	Research Des in HHD	3 credits
POLS 559 or FCS 465	Prog Eval & Policy Fam Law & Pub Policy	3 credits

B. Describe the planned implementation of the proposed program, including estimates of numbers of students at each stage.

Since this is a restructuring of existing programs rather than an introduction of new programs, the process does not follow the typical cycle of a new product. Our restructuring collectively represents an evolution and repackaging of our current curricula. Currently, we have approximately 100 master's-level students. With our repackaging we expect modest growth over the next four years at a rate of 3-5% each year.

6. Resources

Montana Board of Regents
CURRICULUM PROPOSAL FORM

A. Will additional faculty resources be required to implement this program? If yes, please describe the need and indicate the plan for meeting this need.

No.

B. Are other, additional resources required to ensure the success of the proposed program? If yes, please describe the need and indicate the plan for meeting this need.

No.

7. Assessment

How will the success of the program be measured?

Data will be collected on the number of students who are in the various HHD majors and options during the fall of each year. Additionally, the student credit hour (SCH) production within each area will be tracked by area and by each faculty member. Finally, data on employment rates, acceptance to graduate programs, mean and median salaries will be tracked for the graduates of HHD programming.

8. Process Leading to Submission

Describe the process of developing and approving the proposed program. Indicate, where appropriate, involvement by faculty, students, community members, potential employers, accrediting agencies, etc.

The restructuring process was initiated by the graduate coordinators and HHD administration because there was a need to update the HHD programs and provide additional visibility, focus, and clarity for potential students. Considerable time was spent (approximately five years) by the faculty and HHD department head discussing the merits of restructuring the options into majors. In the end, it was decided that this restructuring would benefit the students most because of job marketability and acquisition of professional licensures and certifications. We expect a market for the master's in Family and Consumer Sciences to be comprised of early childhood educators and middle and high school Family and Consumer Sciences teachers. The degree title of Family and Consumer Sciences is more closely aligned with a well-known professional occupational title, which will allow graduates to progress in their job classifications more smoothly.

Therefore, the final product resulted in the six major modifications: Community Health, Counseling (options in Marriage and Family, Mental Health), Exercise and Nutrition Sciences (options in Exercise Physiology and Nutrition, Sport and Coaching Sciences), Family and Consumer Sciences (options in Early Childhood Education, Family Science), Family Financial Planning, Sustainable Food Systems. These majors have historically been offered under the major of Health and Human Development, we are simply requesting the major modification to list the option rather than HHD.

Restructuring of the Current Master’s Level Curriculum in the Department of Health and Human Development

The College of Education, Health and Human Development at Montana State University is proposing a restructuring of the current master’s-level curricula in the Department of Health and Human Development. The proposal does not noticeably change the educational opportunities available to students but creates clarity in the naming of and presentation of those opportunities. The total number of courses offered by the department does not change under this proposal so new additional resources are not required. Currently the Department of Health and Human Development offers a Master of Science degree in Health and Human Development. The proposed curriculum will eliminate this degree (current students will be able to complete their degrees) and replace them with six Master of Science degrees with additional options:

- Master of Science in Community Health
- Master of Science in Counseling with options in
 - Marriage and Family Counseling
 - Mental Health Counseling
- Master of Science in Exercise and Nutrition Sciences with options in
 - Exercise Physiology and Nutrition
 - Sport and Coaching Sciences
- Master of Science in Family and Consumer Sciences
 - Early Childhood Education
 - Family Science
- Master of Science in Family Financial Planning
- Master of Science in Sustainable Food Systems

The reason for this request is to improve consistency for job placement, licensure, certification, and professional identification for students. Program offerings will be more visible to prospective students, increasing recruitment rates and minimizing difficulties for them in locating information on the available programs. Accreditation review for some programs has indicated that restructuring the majors to be consistent with the current curricular offerings would be beneficial.

In 1987, the departments of Home Economics and Physical Education merged into the Department of Health and Human Development. The MS in Health and Human Development was proposed and approved in 1996 to replace master’s degrees in both Home Economics and Physical Education. Part of the reasoning was to bring together the two departments. It is clearly visible that while the intentions to consolidate the two degrees to promote accord within the department, the actual title of the degree is unknown outside of the university.

Major	Current 2015 Option	Program Emphasis
MS Health and Human Development (HHD)	Counseling	Marriage and Family Mental Health
	Exercise and Nutrition Sciences	Exercise Physiology and Nutrition Sport and Coaching Sciences
	Family Financial Planning	
	Family and Consumer Sciences	Early Childhood Education

	Family Science
Food, Family and Community Health	Family and Community Health Sustainable Food Systems

Proposed Major Modifications	Proposed Options
MS Community Health	None
MS Counseling	Marriage and Family Counseling Mental Health Counseling
MS Exercise and Nutrition Sciences	Exercise and Nutrition Sciences Sport and Coaching Sciences
MS Family and Consumer Sciences	Early Childhood Education Family Science
MS Family Financial Planning	None
MS Sustainable Food Systems	None

In essence, the department is only asking for a restructuring of current curricula, allowing the offering to be more up-to-date and higher profile. We would anticipate the prospective student numbers to moderately increase, allowing for a better applicant pool from which to choose. In 2008, the Board approved restructuring of the department's baccalaureate degrees from a Bachelor of Science in Health and Human Development to areas of emphasis of study (Community Health, Early Childhood Education and Child Services, Family and Consumer Sciences, Food and Nutrition, Health and Human Performance, and Health Enhancement K-12). We are now putting in a similar request for the restructuring of our master's degrees to be reflective of their actual area of study.

Number of graduates per program 2005-14. Programs within the same row denote program title changes.

Option/title	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	Total
• Counseling	10	9	15	15	14	17	15	12	13	13	133
• Health, Exercise & Wellness (2005-07)	2	2	3	2	6	1	3	3	0	6	28
• Exercise & Nutrition Sciences (2006-14)		1	8	10	9	4	13	7	5	10	<u>67</u> 95
• FFCH (Family & Community Health concentration) 2013-14									0	4	4
• Family & Consumer Sciences (2005-11)	1	1	2	n/a	1	1	1				7
	0	1	2	2	6	1	3	3			<u>18</u> 29

• Health Promotion & Education (2006-14)										
• FFCH (Sustainable Food Systems concentration) 2013-14							3	4	7	
• Family Financial Planning	2	n/a	1	0	4	2	3	5	17	

While FCS and FFCH rates are low, both programs are working to increase numbers with additional faculty having been hired over the last three years. New courses have been added and that will continue to make the program, along with reconfiguration, more visible and attractive to potential students.

May 19-20, 2016

ITEM 171-2017-R0516

Request for Authorization to Develop a Master of Science in Family Financial Planning

THAT

Request that the Board of Regents grant Montana State University approval to create a Master of Science in Family Financial Planning.

EXPLANATION

The College of Education, Health and Human Development at Montana State University is proposing a restructuring of the current master's-level curricula in the Department of Health and Human Development. The proposal does not noticeably change the educational opportunities available to students but creates clarity in the naming of and presentation of those opportunities. The total number of courses offered by the department does not change under this proposal so new additional resources are not required. Currently the Department of Health and Human Development offers a Master of Science degree in Health and Human Development. The proposed curriculum will eliminate this degree (current students will be able to complete their degrees) and replace them with six Master of Science degrees with additional options.

ATTACHMENTS

Academic Proposal Request Form
Curriculum Proposal Form
Attachment 1 - Appendix

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Item Number: 171-2017-R0516

Meeting Date: May 19-20, 2016

Institution: Montana State University

CIP Code: 19.0500

Program Title: Master of Science in Family Financial Planning

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit the [Academic, Research and Student Affairs Handbook](#).

 A. Notifications:

Notifications are announcements conveyed to the Board of Regents at the next regular meeting.

 1a. Placing a program into moratorium (Document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)

 1b. Withdrawing a program from moratorium

 2. Intent to terminate an existing major, minor, option or certificate – Step 1 (Phase I Program Termination Checklist)

 3. Campus Certificates, CAS/AAS-Adding, re-titling, terminating or revising a campus certificate of 29 credits or less

 4. BAS/AA/AS Area of Study

 B. Level I:

Level I proposals are those that may be approved by the Commissioner of Higher Education. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the Board.

 1. Re-titling an existing major, minor, option or certificate

 2. Adding a new minor or certificate where there is a major or an option in a major (Curriculum Proposal Form)

 3. Revising a program (Curriculum Proposal Form)

 4. Distance or online delivery of an existing degree or certificate program

 5. Terminating an existing major, minor, option or certificate – Step 2 (Completed Program Termination Checklist)

 Temporary Certificate or AAS Degree Program

Approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the proposal to go through the normal Level II Proposal approval process.

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ACADEMIC PROPOSAL REQUEST FORM

 C. Level I with Level II Documentation:

This type of proposal may go to the Board as a Level I item if all Chief Academic Officers are in agreement. If consensus among the Chief Academic Officers is not reached, however, the item will go to the Board as a Level II request.

 1. Adding an option within an existing major or degree (Curriculum Proposal Form)

 2. Consolidating existing programs and/or degrees (Curriculum Proposal Form)

 X D. Level II:

Level II proposals require approval of the Board of Regents. These requests will go to the Board in a two-meeting format, the first being as informational and the second as action.

 1. Re-titling a degree (ex. From B.A. to B.F.A)

 2. Adding a new minor or certificate where there is no major or option in a major (Curriculum Proposal Form)

 X 3. Establishing a new degree or adding a major or option to an existing degree (Curriculum Proposal Form)

 4. Forming, eliminating or consolidating a college, division, school, department, institute, bureau, center, station, laboratory or similar unit (Curriculum Proposal Form or Center Proposal Form, except when eliminating or consolidating)

 5. Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit

Specify Request:

The College of Education, Health and Human Development at Montana State University is proposing a restructuring of the current master's-level curricula in the Department of Health and Human Development. The proposal does not noticeably change the educational opportunities available to students but creates clarity in the naming of and presentation of those opportunities. The total number of courses offered by the department does not change under this proposal so new additional resources are not required. Currently the Department of Health and Human Development offers a Master of Science degree in Health and Human Development. The proposed curriculum will eliminate this degree (current students will be able to complete their degrees) and replace them with six Master of Science degrees with additional options.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

1. Overview

The Department of Health and Human Development is dedicated to the enrichment of human well-being through teaching, research and outreach. Graduate coordinators and administrators have worked for approximately five years to **revise and restructure** the HHD curriculum so that two fundamental needs can be addressed:

- a) To update name of programs and program offerings so that better alignment exists between current trends, themes and issues related to all HHD curricula leading to the enrichment of human well-being.
- b) To make the various program offerings more visible to prospective students, thereby increasing our recruitment rates.

2. Provide a one paragraph description of the proposed program. Be specific about what degree, major, minor or option is sought.

The College of Education, Health and Human Development at Montana State University is proposing a restructuring of the current master's-level curricula in the Department of Health and Human Development. The proposal does not noticeably change the educational opportunities available to students but creates clarity in the naming of and presentation of those opportunities. The total number of courses offered by the department does not change under this proposal so new additional resources are not required. Because of the interrelationships of all of these programs, it is appropriate to consider these proposals as a single item—approving some portions and not others would not allow for the elimination of the existing majors. Currently the Department of Health and Human Development offers a Master of Science degree in Health and Human Development. The proposed curriculum will eliminate this degree (current students will be able to complete their degrees) and replace them with six Master of Science degrees with additional options:

- Master of Science in Community Health
- Master of Science in Counseling with options in
 - Marriage and Family Counseling
 - Mental Health Counseling
- Master of Science in Exercise and Nutrition Sciences with options in
 - Exercise Physiology and Nutrition
 - Sport and Coaching Sciences
- Master of Science in Family and Consumer Sciences
 - Early Childhood Education
 - Family Science
- Master of Science in Family Financial Planning
- Master of Science in Sustainable Food Systems

The reason for this request is to improve consistency for job placement, licensure, certification, and professional identification for students. Program offerings will be more visible to prospective students, increasing recruitment rates and minimizing difficulties for them in locating information on the available programs. Accreditation review for some programs has indicated that restructuring the majors to be consistent with the current curricular offerings would be beneficial.

In 1987, the departments of Home Economics and Physical Education merged into the Department of Health and Human Development. The MS in Health and Human Development was proposed and approved in 1996 to replace master's degrees in both Home Economics and Physical Education. Part of the reasoning was to bring together

Montana Board of Regents
CURRICULUM PROPOSAL FORM

the two departments. It is clearly visible that while the intentions to consolidate the two degrees to promote accord within the department, the actual title of the degree is unknown outside of the university.

In essence, the department is only asking for a restructuring of current curricula, allowing the offering to be more up-to-date and higher profile. We would anticipate the prospective student numbers to moderately increase, allowing for a better applicant pool from which to choose. In 2008, the Board approved restructuring of the department's baccalaureate degrees from a Bachelor of Science in Health and Human Development to areas of emphasis of study (Community Health, Early Childhood Education and Child Services, Family and Consumer Sciences, Food and Nutrition, Health and Human Performance, and Health Enhancement K-12). We are now putting in a similar request for the restructuring of our master's degrees to be reflective of their actual area of study.

3. Need

A. To what specific need is the institution responding in developing the proposed program?

Two specific needs are being addressed through the proposed reconfiguration.

1. Update the names and programmatic offerings so that better alignment exists with current trends, themes and issues related to the HHD curricula dedicated to the enrichment of human well-being.
2. To make the various program offerings more visible to perspective students, thereby increasing our recruitment rates.

The degree name changes are vital to students' ability to obtain licensure and certifications in their specific areas of study.

B. How will students and any other affected constituencies be served by the proposed program?

By restructuring the degree majors to be consistent with what the options have historically been, it should increase students' marketability and visibility in the workplace, as well as improve the marketing and public perception of the program to potential students.

C. What is the anticipated demand for the program? How was this determined?

By allowing potential students to more easily find the program they are seeking, this will allow the Department of HHD to continue to experience steady growth in all areas, especially Exercise and Nutrition Sciences and Community Health. Additionally, this reconfiguration will ensure that programs such as Counseling will continue to have consistent growth. Also, reconfiguring should increase the quality of potential candidates for the degree programs at Montana State University.

4. Institutional and System Fit

A. What is the connection between the proposed program and existing programs at the institution?

Currently, in HHD, we are offering the six proposed majors as options with one major of HHD. This restructuring represents a more visible and higher profile reconfiguration of HHD options. This allows the HHD majors to be more current while remaining directly related to our past offerings.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

B. Will approval of the proposed program require changes to any existing programs at the institution? If so, please describe.

No.

C. Describe what differentiates this program from other, closely related programs at the institution (if appropriate).

It is important to note that the majors and options proposed have existed at MSU-Bozeman for several years as educational opportunities. Therefore, the proposed restructuring will not duplicate other programs at MSU.

D. How does the proposed program serve to advance the strategic goals of the institution?

These proposed changes should enable HHD faculty to increase the recruitment of highly qualified students, which in turn, contributes to MSU's goal to raise its national and international prominence in research, creativity, innovation, and scholarly achievement. Additionally, by recruiting highly qualified candidates, this contributes to increased research excellence on MSU's campus. Accurate degree titles will increase student engagement both locally and nationally by improving their ability to obtain licensure and certifications more easily in their areas of study.

E. Describe the relationship between the proposed program and any similar programs within the Montana University System. In cases of substantial duplication, explain the need for the proposed program at an additional institution. Describe any efforts that were made to collaborate with these similar programs; and if no efforts were made, explain why. If articulation or transfer agreements have been developed for the substantially duplicated programs, please include the agreement(s) as part of the documentation.

The focus on human well-being/orientation is part of the mission statement in Health and Human Development, although many programs at MSU and UM do contribute to overall human well-being. The Master of Science in Family Financial Planning is a unique program in the state because the program is offered as part of a consortium (Great Plains Interactive Distance Education Alliance), and is delivered via the faculty resources at eight land-grant universities. We at Montana State are responsible for delivering nine credits of course work out of 36 total credits, which allows our students exposure to more than nine PhD-prepared experts in family finance and allows us to deliver the program with fewer on-campus resources to serve the 20 active graduate students.

5. Program Details

A. Provide a detailed description of the proposed curriculum. Where possible, present the information in the form intended to appear in the catalog or other publications. NOTE: In the case of two-year degree programs and certificates of applied science, the curriculum should include enough detail to determine if the characteristics set out in Regents' Policy 301.12 have been met.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

MS Family Financial Planning

The Family Financial Planning master's degree is a 42-credit distance degree program that is offered through a consortium of eight mid-western and western land-grant universities through [Great Plains Interactive Distance Education Alliance](#) (GP-IDEA). The program is registered with the Certified Financial Planner® Board of Standards and meets the education criteria for individuals who wish to fulfill the education component for obtaining CFP® certification. Students may also take the six core courses to fulfill this CFP® education requirement, rather than the full master's program. As a participating university in this consortium, Montana State University offers two of the twelve required courses, in addition to the three-credit practicum experience and three-credit professional paper. The program is designed to be a part-time program for fully or partially employed students.

Applicants apply at their home institution and take approximately two to three 3-credit courses via distance delivery from each of the participating universities, at a uniform tuition rate determined by the consortium. More information is available at www.montana.edu/montanagpidea/faq.htm

Program Requirements:

HDFP 515	Insurance Planning for Families	3
HDFP 520	Investing for Family's Future	3
HDFP 525	Retirement Planning, Employee Benefits, and Families	3
HDFP 530	Estate Planning for Families	3
HDFP 540	Personal Income Taxation	3
HDFP 545	Family Theory and Research I	3
HDFP 550	Housing/Real Estate	3
HDFP 555	Financial Counseling	3
HDFP 560	Professional Practices in Family Financial Planning	3
HDFP 572	Financial Plan Case Studies	3
HDFP 575	Professional Paper	3
HDFP 576	Professional Practicum	3
	Elective	3
	Total Credits	42

B. Describe the planned implementation of the proposed program, including estimates of numbers of students at each stage.

Since this is a restructuring of existing programs rather than an introduction of new programs, the process does not follow the typical cycle of a new product. Our restructuring collectively represents an evolution and repackaging of our current curricula. Currently, we have approximately 100 master's-level students. With our repackaging we expect modest growth over the next four years at a rate of 3-5% each year.

6. Resources

A. Will additional faculty resources be required to implement this program? If yes, please describe the need and indicate the plan for meeting this need.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

No.

B. Are other, additional resources required to ensure the success of the proposed program? If yes, please describe the need and indicate the plan for meeting this need.

No.

7. Assessment

How will the success of the program be measured?

Data will be collected on the number of students who are in the various HHD majors and options during the fall of each year. Additionally, the student credit hour (SCH) production within each area will be tracked by area and by each faculty member. Finally, data on employment rates, acceptance to graduate programs, mean and median salaries will be tracked for the graduates of HHD programming.

8. Process Leading to Submission

Describe the process of developing and approving the proposed program. Indicate, where appropriate, involvement by faculty, students, community members, potential employers, accrediting agencies, etc.

The restructuring process was initiated by the graduate coordinators and HHD administration because there was a need to update the HHD programs and provide additional visibility, focus, and clarity for potential students. Considerable time was spent (approximately five years) by the faculty and HHD department head discussing the merits of restructuring the options into majors. In the end, it was decided that this restructuring would benefit the students most because of job marketability and acquisition of professional licensures and certifications. The faculty in Family Financial Planning have received complaints from graduates that diplomas are not reflecting the area of study. This causes more difficulty for graduates to market their specialization in financial planning. These professionals will benefit by having transcripts and diplomas that do reflect their skills and knowledge in financial planning and will make these graduates more competitive in financial services.

Therefore, the final product resulted in the six major modifications: Community Health, Counseling (options in Marriage and Family, Mental Health), Exercise and Nutrition Sciences (options in Exercise Physiology and Nutrition, Sport and Coaching Sciences), Family and Consumer Sciences (options in Early Childhood Education, Family Science), Family Financial Planning, Sustainable Food Systems. These majors have historically been offered under the major of Health and Human Development, we are simply requesting the major modification to list the option rather than HHD.

Restructuring of the Current Master’s Level Curriculum in the Department of Health and Human Development

The College of Education, Health and Human Development at Montana State University is proposing a restructuring of the current master’s-level curricula in the Department of Health and Human Development. The proposal does not noticeably change the educational opportunities available to students but creates clarity in the naming of and presentation of those opportunities. The total number of courses offered by the department does not change under this proposal so new additional resources are not required. Currently the Department of Health and Human Development offers a Master of Science degree in Health and Human Development. The proposed curriculum will eliminate this degree (current students will be able to complete their degrees) and replace them with six Master of Science degrees with additional options:

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 - Exercise Physiology and Nutrition
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- Master of Science in Family and Consumer Sciences
 - Early Childhood Education
 - Family Science
- Master of Science in Family Financial Planning
- Master of Science in Sustainable Food Systems

The reason for this request is to improve consistency for job placement, licensure, certification, and professional identification for students. Program offerings will be more visible to prospective students, increasing recruitment rates and minimizing difficulties for them in locating information on the available programs. Accreditation review for some programs has indicated that restructuring the majors to be consistent with the current curricular offerings would be beneficial.

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Major	Current 2015 Option	Program Emphasis
MS Health and Human Development (HHD)	Counseling	Marriage and Family Mental Health
	Exercise and Nutrition Sciences	Exercise Physiology and Nutrition Sport and Coaching Sciences
	Family Financial Planning	
	Family and Consumer Sciences	Early Childhood Education

	Family Science
Food, Family and Community Health	Family and Community Health Sustainable Food Systems

Proposed Major Modifications	Proposed Options
MS Community Health	None
MS Counseling	Marriage and Family Counseling Mental Health Counseling
MS Exercise and Nutrition Sciences	Exercise and Nutrition Sciences Sport and Coaching Sciences
MS Family and Consumer Sciences	Early Childhood Education Family Science
MS Family Financial Planning	None
MS Sustainable Food Systems	None

In essence, the department is only asking for a restructuring of current curricula, allowing the offering to be more up-to-date and higher profile. We would anticipate the prospective student numbers to moderately increase, allowing for a better applicant pool from which to choose. In 2008, the Board approved restructuring of the department’s baccalaureate degrees from a Bachelor of Science in Health and Human Development to areas of emphasis of study (Community Health, Early Childhood Education and Child Services, Family and Consumer Sciences, Food and Nutrition, Health and Human Performance, and Health Enhancement K-12). We are now putting in a similar request for the restructuring of our master’s degrees to be reflective of their actual area of study.

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• FFCH (Family & Community Health concentration) 2013-14									0	4	4
• Family & Consumer Sciences (2005-11)	1	1	2	n/a	1	1	1				7
• Family & Consumer Sciences (2005-11)	0	1	2	2	6	1	3	3			<u>18</u> 29

• Health Promotion & Education (2006-14)										
• FFCH (Sustainable Food Systems concentration) 2013-14							3	4	7	
• Family Financial Planning	2	n/a	1	0	4	2	3	5	17	

While FCS and FFCH rates are low, both programs are working to increase numbers with additional faculty having been hired over the last three years. New courses have been added and that will continue to make the program, along with reconfiguration, more visible and attractive to potential students.

May 19-20, 2016

ITEM 171-2019-R0516

Request for Authorization to Develop a Master of Science in Sustainable Food Systems

THAT

Request that the Board of Regents grant Montana State University approval to create a Master of Science in Sustainable Food Systems.

EXPLANATION

The College of Education, Health and Human Development at Montana State University is proposing a restructuring of the current master's-level curricula in the Department of Health and Human Development. The proposal does not noticeably change the educational opportunities available to students but creates clarity in the naming of and presentation of those opportunities. The total number of courses offered by the department does not change under this proposal so new additional resources are not required. Currently the Department of Health and Human Development offers a Master of Science degree in Health and Human Development. The proposed curriculum will eliminate this degree (current students will be able to complete their degrees) and replace them with six Master of Science degrees with additional options.

ATTACHMENTS

Academic Proposal Request form
Curriculum Proposal Form
Attachment 1 - Appendix

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Item Number: 171-2019-R0516

Meeting Date: May 19-20, 2016

Institution: Montana State University

CIP Code: 19.0500

Program Title: Master of Science in Sustainable Food Systems

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit the [Academic, Research and Student Affairs Handbook](#).

 A. Notifications:

Notifications are announcements conveyed to the Board of Regents at the next regular meeting.

 1a. Placing a program into moratorium (Document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)

 1b. Withdrawing a program from moratorium

 2. Intent to terminate an existing major, minor, option or certificate – Step 1 (Phase I Program Termination Checklist)

 3. Campus Certificates, CAS/AAS-Adding, re-titling, terminating or revising a campus certificate of 29 credits or less

 4. BAS/AA/AS Area of Study

 B. Level I:

Level I proposals are those that may be approved by the Commissioner of Higher Education. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the Board.

 1. Re-titling an existing major, minor, option or certificate

 2. Adding a new minor or certificate where there is a major or an option in a major (Curriculum Proposal Form)

 3. Revising a program (Curriculum Proposal Form)

 4. Distance or online delivery of an existing degree or certificate program

 5. Terminating an existing major, minor, option or certificate – Step 2 (Completed Program Termination Checklist)

 Temporary Certificate or AAS Degree Program

Approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the proposal to go through the normal Level II Proposal approval process.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

 C. Level I with Level II Documentation:

This type of proposal may go to the Board as a Level I item if all Chief Academic Officers are in agreement. If consensus among the Chief Academic Officers is not reached, however, the item will go to the Board as a Level II request.

 1. Adding an option within an existing major or degree (Curriculum Proposal Form)

 2. Consolidating existing programs and/or degrees (Curriculum Proposal Form)

 X D. Level II:

Level II proposals require approval of the Board of Regents. These requests will go to the Board in a two-meeting format, the first being as informational and the second as action.

 1. Re-titling a degree (ex. From B.A. to B.F.A)

 2. Adding a new minor or certificate where there is no major or option in a major (Curriculum Proposal Form)

 X 3. Establishing a new degree or adding a major or option to an existing degree (Curriculum Proposal Form)

 4. Forming, eliminating or consolidating a college, division, school, department, institute, bureau, center, station, laboratory or similar unit (Curriculum Proposal Form or Center Proposal Form, except when eliminating or consolidating)

 5. Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit

Specify Request:

The College of Education, Health and Human Development at Montana State University is proposing a restructuring of the current master's-level curricula in the Department of Health and Human Development. The proposal does not noticeably change the educational opportunities available to students but creates clarity in the naming of and presentation of those opportunities. The total number of courses offered by the department does not change under this proposal so new additional resources are not required. Currently the Department of Health and Human Development offers a Master of Science degree in Health and Human Development. The proposed curriculum will eliminate this degree (current students will be able to complete their degrees) and replace them with six Master of Science degrees with additional options.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

1. Overview

The Department of Health and Human Development is dedicated to the enrichment of human well-being through teaching, research and outreach. Graduate coordinators and administrators have worked for approximately five years to **revise and restructure** the HHD curriculum so that two fundamental needs can be addressed:

- a) To update name of programs and program offerings so that better alignment exists between current trends, themes and issues related to all HHD curricula leading to the enrichment of human well-being.
- b) To make the various program offerings more visible to prospective students, thereby increasing our recruitment rates.

2. Provide a one paragraph description of the proposed program. Be specific about what degree, major, minor or option is sought.

The College of Education, Health and Human Development at Montana State University is proposing a restructuring of the current master's-level curricula in the Department of Health and Human Development. The proposal does not noticeably change the educational opportunities available to students but creates clarity in the naming of and presentation of those opportunities. The total number of courses offered by the department does not change under this proposal so new additional resources are not required. Because of the interrelationships of all of these programs, it is appropriate to consider these proposals as a single item—approving some portions and not others would not allow for the elimination of the existing majors. Currently the Department of Health and Human Development offers a Master of Science degree in Health and Human Development. The proposed curriculum will eliminate this degree (current students will be able to complete their degrees) and replace them with six Master of Science degrees with additional options:

- Master of Science in Community Health
- Master of Science in Counseling with options in
 - Marriage and Family Counseling
 - Mental Health Counseling
- Master of Science in Exercise and Nutrition Sciences with options in
 - Exercise Physiology and Nutrition
 - Sport and Coaching Sciences
- Master of Science in Family and Consumer Sciences
 - Early Childhood Education
 - Family Science
- Master of Science in Family Financial Planning
- Master of Science in Sustainable Food Systems

The reason for this request is to improve consistency for job placement, licensure, certification, and professional identification for students. Program offerings will be more visible to prospective students, increasing recruitment rates and minimizing difficulties for them in locating information on the available programs. Accreditation review for some programs has indicated that restructuring the majors to be consistent with the current curricular offerings would be beneficial.

In 1987, the departments of Home Economics and Physical Education merged into the Department of Health and Human Development. The MS in Health and Human Development was proposed and approved in 1996 to replace master's degrees in both Home Economics and Physical Education. Part of the reasoning was to bring together

Montana Board of Regents
CURRICULUM PROPOSAL FORM

the two departments. It is clearly visible that while the intentions to consolidate the two degrees to promote accord within the department, the actual title of the degree is unknown outside of the university.

In essence, the department is only asking for a restructuring of current curricula, allowing the offering to be more up-to-date and higher profile. We would anticipate the prospective student numbers to moderately increase, allowing for a better applicant pool from which to choose. In 2008, the Board approved restructuring of the department's baccalaureate degrees from a Bachelor of Science in Health and Human Development to areas of emphasis of study (Community Health, Early Childhood Education and Child Services, Family and Consumer Sciences, Food and Nutrition, Health and Human Performance, and Health Enhancement K-12). We are now putting in a similar request for the restructuring of our master's degrees to be reflective of their actual area of study.

3. Need

A. To what specific need is the institution responding in developing the proposed program?

Two specific needs are being addressed through the proposed reconfiguration.

1. Update the names and programmatic offerings so that better alignment exists with current trends, themes and issues related to the HHD curricula dedicated to the enrichment of human well-being.
2. To make the various program offerings more visible to perspective students, thereby increasing our recruitment rates.

The degree name changes are vital to students' ability to obtain licensure and certifications in their specific areas of study.

B. How will students and any other affected constituencies be served by the proposed program?

By restructuring the degree majors to be consistent with what the options have historically been, it should increase students' marketability and visibility in the workplace, as well as improve the marketing and public perception of the program to potential students.

C. What is the anticipated demand for the program? How was this determined?

By allowing potential students to more easily find the program they are seeking, this will allow the Department of HHD to continue to experience steady growth in all areas, especially Exercise and Nutrition Sciences and Community Health. Additionally, this reconfiguration will ensure that programs such as Counseling will continue to have consistent growth. Also, reconfiguring should increase the quality of potential candidates for the degree programs at Montana State University.

4. Institutional and System Fit

A. What is the connection between the proposed program and existing programs at the institution?

Currently, in HHD, we are offering the six proposed majors as options with one major of HHD. This restructuring represents a more visible and higher profile reconfiguration of HHD options. This allows the HHD majors to be more current while remaining directly related to our past offerings.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

B. Will approval of the proposed program require changes to any existing programs at the institution? If so, please describe.

No.

C. Describe what differentiates this program from other, closely related programs at the institution (if appropriate).

It is important to note that the majors and options proposed have existed at MSU-Bozeman for several years as educational opportunities. Therefore, the proposed restructuring will not duplicate other programs at MSU.

D. How does the proposed program serve to advance the strategic goals of the institution?

These proposed changes should enable HHD faculty to increase the recruitment of highly qualified students, which in turn, contributes to MSU's goal to raise its national and international prominence in research, creativity, innovation, and scholarly achievement. Additionally, by recruiting highly qualified candidates, this contributes to increased research excellence on MSU's campus. Accurate degree titles will increase student engagement both locally and nationally by improving their ability to obtain licensure and certifications more easily in their areas of study.

E. Describe the relationship between the proposed program and any similar programs within the Montana University System. In cases of substantial duplication, explain the need for the proposed program at an additional institution. Describe any efforts that were made to collaborate with these similar programs; and if no efforts were made, explain why. If articulation or transfer agreements have been developed for the substantially duplicated programs, please include the agreement(s) as part of the documentation.

The focus on human well-being/orientation is part of the mission statement in Health and Human Development, although many programs at MSU and UM do contribute to overall human well-being. As stated earlier, this is not new programming being proposed; this is a restructuring of current programs. The master's program in Sustainable Food Systems is unique to Montana State and focuses on the social and physical well-being of individuals from farms, retail food establishments, and consumers of food products to ensure a safe, reliable, and sustainable food system.

5. Program Details

A. Provide a detailed description of the proposed curriculum. Where possible, present the information in the form intended to appear in the catalog or other publications. NOTE: In the case of two-year degree programs and certificates of applied science, the curriculum should include enough detail to determine if the characteristics set out in Regents' Policy 301.12 have been met.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

MS Sustainable Food Systems

Fall

HHD 501	Prof Comm Skills in HHD	3
STAT 401	Applied Methods in Statistics	3
or EDCI 501	Educational Statistics I	
SFBS 552	State of the Environment: Policy, Management, and Practice	3

Spring

HHD 512	Research Methods in HHD	3
SFBS 451R	Sustainable Food Systems	3
Electives tailored to program		0-3

Fall

SFBS 541	Culinary Marketing: Farm to Table	3
or SFBS 598	Internship	
SFBS 551	Global Food Perspectives	3

Electives tailored to program 0-3

Spring

SFBS 575	Prof Paper & Project	3-10
or SFBS 590	Master's Thesis	

Electives tailored to program 0-3

Total Credits 30

Electives (other electives can be approved by the advisor)

AGSC 428	Sustainable Cropping Systems	3
AGSC 465R	Health, Agriculture, Poverty	4
AGED 482	Non-Formal Teaching Methods in Agriculture	3
BMGT 410	Sustainable Business Practices	3
BMGT 469	Community Entrepreneurship & Nonprofit Management	3
CHTH 428	Health Disparities	3
CHTH 502	Theories and Models in Health	3
CHTH 503	Community-Based Participatory Research	3
HDCO 563	Multicultural Awareness	3
HSTA 409	Food in America	3
HTH 455	The Ethic of Care	3
LRES 528	Sust Crop Systems	1
NASX 415	Native Food Systems	3
PSCI 406	The Political Economy of Energy	3
PSCI 436	Politics of Food & Hunger	3
SFBS 429	Small Business and Entrepreneurship in Food and Health	3

Montana Board of Regents
CURRICULUM PROPOSAL FORM

B. Describe the planned implementation of the proposed program, including estimates of numbers of students at each stage.

Since this is a restructuring of existing programs rather than an introduction of new programs, the process does not follow the typical cycle of a new product. Our restructuring collectively represents an evolution and repackaging of our current curricula. Currently, we have approximately 100 master's-level students. With our repackaging we expect modest growth over the next four years at a rate of 3-5% each year.

6. Resources

A. Will additional faculty resources be required to implement this program? If yes, please describe the need and indicate the plan for meeting this need.

No.

B. Are other, additional resources required to ensure the success of the proposed program? If yes, please describe the need and indicate the plan for meeting this need.

No.

7. Assessment

How will the success of the program be measured?

Data will be collected on the number of students who are in the various HHD majors and options during the fall of each year. Additionally, the student credit hour (SCH) production within each area will be tracked by area and by each faculty member. Finally, data on employment rates, acceptance to graduate programs, mean and median salaries will be tracked for the graduates of HHD programming.

8. Process Leading to Submission

Describe the process of developing and approving the proposed program. Indicate, where appropriate, involvement by faculty, students, community members, potential employers, accrediting agencies, etc.

The restructuring process was initiated by the graduate coordinators and HHD administration because there was a need to update the HHD programs and provide additional visibility, focus, and clarity for potential students. Considerable time was spent (approximately five years) by the faculty and HHD department head discussing the merits of restructuring the options into majors. In the end, it was decided that this restructuring would benefit the students most because of job marketability and acquisition of professional licensures and certifications. Many students in Sustainable Food Systems must apply for business jobs, and they will be creating small businesses in products that move from farm to table. Their ability to market themselves and their businesses will be enhanced by having the correct degree title on their diplomas and transcripts.

Therefore, the final product resulted in the six major modifications: Community Health, Counseling (options in Marriage and Family, Mental Health), Exercise and Nutrition Sciences (options in Exercise Physiology and Nutrition, Sport and Coaching Sciences), Family and Consumer Sciences (options in Early Childhood Education, Family Science), Family Financial Planning, Sustainable Food Systems. These majors have historically been offered under the major of Health and Human Development, we are simply requesting the major modification to list the option rather than HHD.

Restructuring of the Current Master’s Level Curriculum in the Department of Health and Human Development

The College of Education, Health and Human Development at Montana State University is proposing a restructuring of the current master’s-level curricula in the Department of Health and Human Development. The proposal does not noticeably change the educational opportunities available to students but creates clarity in the naming of and presentation of those opportunities. The total number of courses offered by the department does not change under this proposal so new additional resources are not required. Currently the Department of Health and Human Development offers a Master of Science degree in Health and Human Development. The proposed curriculum will eliminate this degree (current students will be able to complete their degrees) and replace them with six Master of Science degrees with additional options:

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 - Mental Health Counseling
- Master of Science in Exercise and Nutrition Sciences with options in
 - Exercise Physiology and Nutrition
 - Sport and Coaching Sciences
- Master of Science in Family and Consumer Sciences
 - Early Childhood Education
 - Family Science
- Master of Science in Family Financial Planning
- Master of Science in Sustainable Food Systems

The reason for this request is to improve consistency for job placement, licensure, certification, and professional identification for students. Program offerings will be more visible to prospective students, increasing recruitment rates and minimizing difficulties for them in locating information on the available programs. Accreditation review for some programs has indicated that restructuring the majors to be consistent with the current curricular offerings would be beneficial.

In 1987, the departments of Home Economics and Physical Education merged into the Department of Health and Human Development. The MS in Health and Human Development was proposed and approved in 1996 to replace master’s degrees in both Home Economics and Physical Education. Part of the reasoning was to bring together the two departments. It is clearly visible that while the intentions to consolidate the two degrees to promote accord within the department, the actual title of the degree is unknown outside of the university.

Major	Current 2015 Option	Program Emphasis
MS Health and Human Development (HHD)	Counseling	Marriage and Family Mental Health
	Exercise and Nutrition Sciences	Exercise Physiology and Nutrition Sport and Coaching Sciences
	Family Financial Planning	
	Family and Consumer Sciences	Early Childhood Education

	Family Science
Food, Family and Community Health	Family and Community Health Sustainable Food Systems

Proposed Major Modifications	Proposed Options
MS Community Health	None
MS Counseling	Marriage and Family Counseling Mental Health Counseling
MS Exercise and Nutrition Sciences	Exercise and Nutrition Sciences Sport and Coaching Sciences
MS Family and Consumer Sciences	Early Childhood Education Family Science
MS Family Financial Planning	None
MS Sustainable Food Systems	None

In essence, the department is only asking for a restructuring of current curricula, allowing the offering to be more up-to-date and higher profile. We would anticipate the prospective student numbers to moderately increase, allowing for a better applicant pool from which to choose. In 2008, the Board approved restructuring of the department's baccalaureate degrees from a Bachelor of Science in Health and Human Development to areas of emphasis of study (Community Health, Early Childhood Education and Child Services, Family and Consumer Sciences, Food and Nutrition, Health and Human Performance, and Health Enhancement K-12). We are now putting in a similar request for the restructuring of our master's degrees to be reflective of their actual area of study.

Number of graduates per program 2005-14. Programs within the same row denote program title changes.

Option/title	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	Total
• Counseling	10	9	15	15	14	17	15	12	13	13	133
• Health, Exercise & Wellness (2005-07)	2	2	3	2	6	1	3	3	0	6	28
• Exercise & Nutrition Sciences (2006-14)		1	8	10	9	4	13	7	5	10	<u>67</u> 95
• FFCH (Family & Community Health concentration) 2013-14									0	4	4
• Family & Consumer Sciences (2005-11)	1	1	2	n/a	1	1	1				7
• Family & Consumer Sciences (2005-11)	0	1	2	2	6	1	3	3			<u>18</u> 29

• Health Promotion & Education (2006-14)										
• FFCH (Sustainable Food Systems concentration) 2013-14							3	4	7	
• Family Financial Planning	2	n/a	1	0	4	2	3	5	17	

While FCS and FFCH rates are low, both programs are working to increase numbers with additional faculty having been hired over the last three years. New courses have been added and that will continue to make the program, along with reconfiguration, more visible and attractive to potential students.

May 19-20, 2016

ITEM 171-2020-R0516

Request for Authorization to Designate the Center for American Indian and Rural Health Equity (CAIRHE) as a BOR-Recognized Research Center

THAT

Request that the Board of Regents designate the **Center for American Indian and Rural Health Equity (CAIRHE)** as a BOR-recognized research center at Montana State University.

EXPLANATION

The purpose of the **Center for American Indian and Rural Health Equity (CAIRHE)** (*"Care"*) is to reduce significant health disparities in Montana's tribal and rural communities through community-based participatory research that is considerate of and consistent with their cultural beliefs.

ATTACHMENTS

Academic Proposal Request Form
Research Center and Institute Proposal Form
Attachment 1 – Appendix

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Item Number: 171-2020-R0516 Meeting Date: May 19-20, 2016

Institution: Montana State University–
Bozeman CIP Code: _____

Program Title: Establishing the Center for American Indian and Rural Health Equity (CAIRHE)

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit the [Academic Affairs Handbook](#).

 A. Notifications:

Notifications are announcements conveyed to the Board of Regents at the next regular meeting.

 1a. Placing a program into moratorium (Document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)

 1b. Withdrawing a program from moratorium

 2. Intent to terminate an existing major, minor, option or certificate – Step 1 (Phase I Program Termination Checklist)

 3. Campus Certificates- Adding, re-titling, terminating or revising a campus certificate of 29 credits or less

 4. BAS/AA/AS Area of Study

 B. Level I:

Level I proposals are those that may be approved by the Commissioner of Higher Education. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the Board.

 1. Re-titling an existing major, minor, option or certificate

 2. Adding a new minor or certificate where there is a major or an option in a major (Curriculum Proposal Form)

 3. Revising a program (Curriculum Proposal Form)

 4. Distance or online delivery of an existing degree or certificate program

 5. Terminating an existing major, minor, option or certificate – Step 2 (Completed Program Termination Checklist)

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Temporary Certificate or AAS Degree Program

Approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the proposal to go through the normal Level II Proposal approval process.

C. Level I with Level II Documentation:

This type of proposal may go to the Board as a Level I item if all Chief Academic Officers are in agreement. If consensus among the Chief Academic Officers is not reached, however, the item will go to the Board as a Level II request.

1. Consolidating existing programs and/or degrees (Curriculum Proposal Form)

D. Level II:

Level II proposals require approval of the Board of Regents. These requests will go to the Board in a two-meeting format, the first being as informational and the second as action.

1. Re-titling a degree (ex. From B.A. to B.F.A)

2. Adding a new minor or certificate where there is no major or option in a major (Curriculum Proposal Form)

3. Establishing a new degree or adding a major or option to an existing degree (Curriculum Proposal Form)

4. Forming, eliminating or consolidating a college, division, school, department, institute, bureau, center, station, laboratory or similar unit (Curriculum Proposal Form or Center Proposal Form, except when eliminating or consolidating)

5. Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit

Specify Request:

The request herein is to designate the **Center for American Indian and Rural Health Equity (CAIRHE)** as a BOR-recognized research center at Montana State University, Bozeman.

CAIRHE ("*Care*") is a research consortium already established and supported by a renewable five-year, \$10.6 million Centers of Biomedical Research Excellence (COBRE) award by the National Institutes of Health, Institute of General Medical Sciences (grant number 5P20GM104417-02), as of September

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

2014. In its earliest stages the grant operated under a temporary name, the “Center for Health Equity in Rural Montana (CHERM).” Following its first year of successful interdisciplinary research across eight projects, as well as the recent hire of Director and Principal Investigator Alexandra Adams, M.D., Ph.D., a nationally recognized and highly respected health disparities researcher, CAIRHE is now well-positioned for formal designation as a research center. CAIRHE’s leaders and scientific investigators look forward to a prosperous, sustainable future in service to the people of Montana.

The long-term goal of CAIRHE is to reduce significant health disparities in Montana’s tribal and rural communities through community-based participatory research that is considerate of and consistent with their cultural beliefs.

To achieve this goal, CAIRHE has four specific aims:

1. Develop the research, engagement, and administrative infrastructure for an effective and sustainable center at MSU with a strong presence in all areas of the state.
2. Develop a critical mass of health disparities researchers in Montana by training young investigators in health disparities research and by hiring investigators with expertise in health disparities research.
3. Investigate and subsequently understand the etiology of diseases that cause health disparities and rationally develop interventions that are both efficacious and consistent with and respectful of cultural beliefs.
4. Develop the ability of CAIRHE investigators to take interdisciplinary approaches in mitigating health disparities in rural Montana.

More details about the Center are included in the attached *Research Center and Institute Proposal Form* and *Appendix*.

Center for American Indian and Rural Health Equity (CAIRHE)
Montana State University
304 Montana Hall
P.O. Box 172470
Bozeman, MT 59717
(406) 994-4407
www.montana.edu/cairhe

Montana Board of Regents
RESEARCH CENTER AND INSTITUTE PROPOSAL FORM

1. State the proposed Institute/Center's name and purpose.

The purpose of the **Center for American Indian and Rural Health Equity (CAIRHE)** (*"Care"*) is to reduce significant health disparities in Montana's tribal and rural communities through community-based participatory research that is considerate of and consistent with their cultural beliefs.

2. A comprehensive statement of the Institute/Center's mission and its relationship to the University mission.

A. State the Institute/Center's mission.

The mission of the Center for American Indian and Rural Health Equity (CAIRHE) is to serve the people of Montana as a robust, interdisciplinary research center with strong engagement in tribal and rural communities across the state. Using proven methods of community-based participatory research, the Center and its investigators will conduct groundbreaking research and interventions that make a profound, sustainable difference in the lives of Montanans.

B. Identify the Institute/Center's goals and objectives.

To achieve its mission, CAIRHE has four specific aims:

1. Develop the research, engagement, and administrative infrastructure for an effective and sustainable center at MSU with a strong presence in all areas of Montana.
2. Develop a critical mass of health disparities researchers in Montana by training young investigators in health disparities research and by hiring investigators with expertise in health disparities research.
3. Investigate and subsequently understand the etiology of diseases that cause health disparities and rationally develop interventions that are both efficacious and consistent with and respectful of cultural beliefs.
4. Develop the ability of CAIRHE investigators to take interdisciplinary approaches in mitigating health disparities in rural Montana.

C. What specific need is being responded to in developing the proposed Institute/Center?

American Indian and other rural communities in Montana suffer from severe health disparities. According to the Montana Department of Public Health and Human Services (DPHHS), 53 percent of the state's population live in rural or frontier areas characterized by a lack of essential services, including health care. Most Montana counties are designated as "medically underserved." Among American Indian residents in particular, the age-adjusted mortality rate is 60 percent higher than the rate for other residents. In addition, mortality rates are considerably higher for American Indian residents for individual causes of death, including cardiovascular disease (+37%), cancer (+29%), respiratory disease (+58%), vehicle injury (+140%), and suicide (+40%). The statistics are equally

Montana Board of Regents
RESEARCH CENTER AND INSTITUTE PROPOSAL FORM

astonishing for virtually any measure of public health.¹ Three examples from current CAIRHE projects are extremely high rates of Early Childhood Caries (dental decay) among small children on the Fort Belknap Reservation; abnormally high rates of sexually transmitted infections among young people on the Fort Peck Reservation; and high incidence of chronic and untreated health problems resulting from alcohol and methamphetamine use on the Fort Peck Reservation.

The long-term goal of CAIRHE is to reduce these significant health disparities in Montana's tribal and rural communities through community-based participatory research that is considerate of and consistent with their cultural beliefs. This evidence-based approach ensures that communities are empowered and prepared to address issues of health inequalities in a sustainable way that persists long after their direct collaboration with the Center.

D. Describe how the Institute/Center benefits the department, college, or institution.

CAIRHE epitomizes the service mission of Montana's land-grant university. CAIRHE investigators work diligently in Montana's rural communities and on tribal lands in direct collaboration with local service providers, tribal college faculty and students, tribal officials, and citizens from all walks of life to design research and health interventions that improve quality of life and, ultimately, save lives. CAIRHE investigators and administrators are MSU ambassadors to the citizens of our state.

CAIRHE also advances MSU's missions of teaching and research by developing a critical mass of health disparities researchers at MSU in multiple disciplines; by training young faculty investigators in health disparities research; by involving undergraduate and graduate students directly in research in MSU labs and in the state's communities; by hiring investigators with expertise in health disparities research; and by developing the capacity of faculty investigators to win outside research grant support (particularly from the National Institutes of Health), which in turn improves MSU's ability to attract promising graduate students and faculty candidates.

E. Describe the Institute/Center's relationship to the University mission.

MSU's mission as Montana's land-grant institution is to "educate students, create knowledge and art, and serve communities by integrating learning, discovery, and engagement." CAIRHE contributes to all three segments of the university's mission.

CAIRHE investigators directly **educate** MSU undergraduate and graduate students by involving them as research assistants in project work, including fieldwork in Montana's rural communities. In many cases this work with undergraduates leads students into public health-related fields as professionals or graduate students. In addition, Center investigators and mentors teach classes that pertain directly to their research, through which they educate MSU students about their latest work across Montana. These courses include Community-Based Participatory Research (CHTH 503), Health Policy/Health Care Economics (NRSO 418), Sociology of Health and Medicine (SOCL 380), Victims & Society (SOCL 425), Health Psychology (PSYX 383), Principles of Epidemiology (CHTH 440), Program

¹ DPHHS, *The State of the State's Health: A Report on the Health of Montanans*, 2013.

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Evaluation for Community Health (CHTH 443), Research Methods (HDPE 512), Graduate Seminar in Community Organizing and Community Building for Health (HDPE 502), Health Program Planning (HDHL 445), and Fundamentals of Community Health (HDHL 220).

CAIRHE investigators **create knowledge** by pursuing unique research projects in collaboration with Montana's tribal colleges, state agencies, and rural communities. They disseminate that research to state, regional, and national audiences through publications and presentations. Just in the past year, CAIRHE investigators have presented their work to the American Public Health Association, the National Congress of American Indians Policy Research Center Tribal Leader/Scholar Forum, the American Society of Criminology, and the National Oral Health Nursing Workgroup, among others. Papers by our investigators have appeared in the *Journal of American Indian and Alaska Native Mental Health*, *Journal of Rural Health*, *Journal of Health Disparities Research and Practice*, *Journal of Ethnicity in Substance Abuse*, and *Journal of Rural Mental Health*, as well as many others.

Above all, CAIRHE investigators **serve communities** across the state by engaging in community-based participatory research that involves local partners at every stage of their projects. Investigators meet regularly with community advisory boards and local project managers to facilitate community involvement and ensure that research methods are appropriate for their cultural contexts. Project leaders also share research results on a regular basis with their community advisory boards and through presentations to the general public at community events.

3. Briefly describe the Institute/Center's anticipated activities.

CAIRHE is funded by a renewable five-year, \$10.6 million COBRE award by the National Institutes of Health, Institute of General Medical Sciences. (The Center is currently in Year 2 of its first five-year grant period.) The Centers of Biomedical Research Excellence (COBRE) program at the NIH specifies what activities are expected from supported institutions. Specifically, COBRE grants

... support thematic, multidisciplinary centers that augment and strengthen institutional biomedical research capacity. This is accomplished by expanding and developing biomedical faculty research capability and enhancing research infrastructure, including the establishment of core facilities needed to carry out the objectives of a multidisciplinary, collaborative program.

These centers are led by NIH-funded investigators with expertise central to the theme of the grant proposal. The centers promote collaborative, interactive efforts among researchers with complementary backgrounds, skills and expertise. ... Researchers supported through COBRE are expected to compete independently for external peer-reviewed grant support.

Each COBRE includes:

- *A principal investigator who is an established biomedical research scientist with expertise central to the research theme of the center, has an active research laboratory, has relevant peer-reviewed funding and has demonstrated administrative leadership and mentoring experience.*
- *Three to five individual research projects—each supervised by a single junior investigator—that stand alone but share a common thematic scientific focus.*

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- *At least one mentor for each junior investigator, and a development and mentoring plan addressing how the junior investigators will transition to competitive grant support from NIH institutes and centers or other Federal or non-Federal agencies or organizations.²*

CAIRHE already engages in these primary activities as required by the NIH.

First, CAIRHE Director and Principal Investigator Alexandra Adams, M.D., Ph.D., is a nationally recognized and highly respected health disparities researcher with two decades of experience leading centers and other major grant projects, including NIH R01 awards. (See the Appendix for Dr. Adams's full biography.)

Second, since late 2014, CAIRHE has supported three primary research projects and another five developmental projects (led by recently hired faculty). These eight projects are:

- **Research Project:** Increasing Access to Oral Health Care: Evaluating the Outcomes of a Community Health Specialist Program. Project Leader Elizabeth S. Kinion, Ed.D., MSN, FAAN; MSU College of Nursing.
- **Research Project:** The Fort Peck Sexual Health Project. Project Leader Elizabeth Rink, Ph.D., MSW; MSU Department of Health and Human Development.
- **Research Project:** Increasing Environmental Health Literacy in a Native American Community (aka Guardians of the Living Water). Project Leader Vanessa Simonds, Sc.D.; MSU Department of Health and Human Development.
- **Developmental Project:** Maternal Mental Health, Child Temperament, and Biological Markers of Changes in Emotion in New Mothers. Project Leader Rebecca Brooker, Ph.D.; MSU Department of Psychology.
- **Developmental Project:** Discussions of Driving After Drinking Among Young Adults in Montana. Project Leader Kaylin Greene, Ph.D.; MSU Department of Sociology and Anthropology.
- **Developmental Project:** Rural Montana Victim Needs Assessment. Project Leaders Kelly Knight, Ph.D., and Colter Ellis, Ph.D.; MSU Department of Sociology and Anthropology.
- **Developmental Project:** The Fort Peck Substance Abuse and Resilience Project. Project Leader Monica Skewes, Ph.D.; MSU Department of Psychology.
- **Developmental Project:** Prisoner Reentry & Recidivism in Montana: Access to and Utilization of Community Resources. Project Leader Cody Warner, Ph.D.; MSU Department of Sociology and Anthropology.

Please see the Appendix for abstracts of all eight research projects.

² Source: NIH, <https://www.nigms.nih.gov/Research/CRCB/IDeA/pages/COBRE.aspx>

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Third, as part of its aim to develop a critical mass of health disparities researchers in Montana, CAIRHE supports each of its nine investigators through an active mentoring program. Each project leader meets regularly with a senior faculty mentor at MSU who is an established NIH-funded researcher. (See mentor list under Part 3A below.) Many project leaders also consult with other scientific mentors both at MSU and other institutions nationwide. The purpose of this mentoring is not only to refine the quality of the investigator's research, but also to prepare the young investigator for success in securing independent grant support from the NIH or other major granting agencies.

A. Identify faculty expertise available for participation in the Institute/Center's activities.

In addition to the nine (9) faculty project leaders listed above in Part 3, CAIRHE's investigators also include seven (7) faculty mentors who meet regularly with project leaders as described in Part 3. These mentors are:

- Alexandra Adams, M.D., Ph.D., Director, Principal Investigator, and Mentor. Department of Sociology and Anthropology.
- Allen Harmsen, Ph.D., Mentor. Department of Microbiology and Immunology.
- David Eitle, Ph.D., Mentor. Department of Sociology and Anthropology.
- Erik Adams, M.D., Ph.D., Mentor. WWAMI Medical Education Program.
- Jessi Smith, Ph.D., Mentor. Department of Psychology.
- Suzanne Held, Ph.D., Mentor. Department of Health and Human Development.
- Tami Eitle, Ph.D., Mentor. Department of Sociology and Anthropology.

B. Which departments on campus will be involved, and how will the Institute/Center contribute to the academic programs of the institution?

The following MSU divisions are actively involved in CAIRHE as the home departments for its project leaders and mentors:

- College of Nursing;
- Department of Health and Human Development;
- Department of Microbiology and Immunology;
- Department of Psychology;
- Department of Sociology and Anthropology.

CAIRHE also collaborates closely with the Montana INBRE Program (IDeA Network of Biomedical Research Excellence; PI Allen Harmsen, Ph.D.). Two CAIRHE project leaders work with MSU's Center for Health and Safety Culture (Director Nicholas Ward, Ph.D.), and one CAIRHE project leader works

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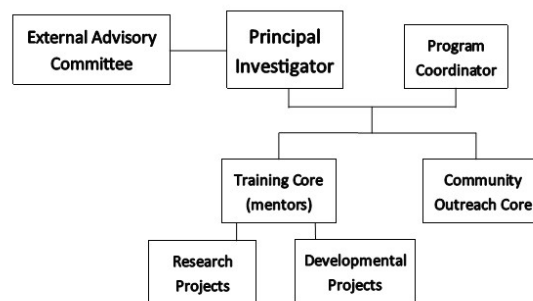
with MSU’s Center for Mental Health Research and Recovery (Director Matthew Byerly, M.D.). In addition, several project leaders have received assistance from Montana State University Extension agents across the state.

Given its aim to use interdisciplinary approaches in mitigating health disparities in rural Montana, CAIRHE will expand its collaboration over time with other departments and centers on campus, such as the Center for Mental Health Research and Recovery.

As noted above in Part 2E, CAIRHE investigators and mentors teach classes that pertain directly to their research, through which they educate MSU students about their latest work among Montana’s tribal and rural communities. (See Part 2E for a partial course list.) CAIRHE investigators also involve undergraduate and graduate students as research assistants.

4. Identify the organizational structure of the Institute/Center within the institution.

CAIRHE employs a basic organizational structure as shown in this chart:



A. Identify all agencies, organizations and/or institutions that will be involved.

Beyond the collaboration described above in Part 3B that takes place strictly within Montana State University, CAIRHE research projects partner with a variety of tribal, educational, state government, nonprofit, and private organizations around Montana in designing and implementing their research. These statewide partnerships will continue to expand as the Center grows.

Since early 2015, CAIRHE investigators have partnered with the following Montana organizations, among others:

- Aaniiih Nakoda College
- Blackfeet Community College
- Crow Agency Public School
- Crow Environmental Health Steering Committee
- Crow Tribe Cultural Committee

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- Fort Belknap Tribal Council
- Fort Belknap Tribal Health Department
- Fort Peck Assiniboine & Sioux Tribes
- Fort Peck Community College
- Little Big Horn College
- Montana Coalition Against Domestic and Sexual Violence
- Montana Department of Corrections
- Montana Department of Public Health and Human Services.

B. Identify advisory council information.

As of January 2016, CAIRHE’s director and program coordinator are forming an External Advisory Committee (EAC) composed of four to five nationally recognized leaders in the field of health disparities research. The EAC will be selected and its first meeting held prior to July 1, 2016.

5. Identify first year and continuing finances necessary to support the Center/Institute, including the sources of funding.

Annual expenses since fiscal year 2014 are shown in the table below. The Center is supported completely by a renewable five-year, \$10.6 million Centers of Biomedical Research Excellence (COBRE) award by the National Institutes of Health, Institute of General Medical Sciences (grant number 5P20GM104417–02). As described in Part 7 below, CAIRHE will ensure its own sustainability by broadening its sources of grant funding as the Center grows.

Fiscal Year September 1 - August 30						
	2014	2015	2016	2017	2018	Total
Salaries	434,555	449,632	507,668	595,742	595,742	2,583,339
Benefits	126,927	145,364	152,300	178,722	178,722	782,035
Contracted Svs.	153,216	67,700	75,400	75,400	75,400	447,116
Supplies	33,535	24,234	18,711	23,927	22,187	122,594
Travel	118,207	86,465	108,345	108,345	111,305	532,667
Other Expenses*	454,040	498,482	377,834	297,304	291,904	1,919,564
Sub-Awards	240,473	287,572	259,742	220,560	224,740	1,233,087
Indirect Costs	621,183	546,833	601,366	600,990	593,875	2,964,247
Total	2,182,136	2,106,282	2,101,366	2,100,990	2,093,875	10,584,649

* “Other expenses” includes start-up and pilot projects, communication costs, and workshop costs.

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A. Will additional faculty and other resources be required to implement this Center/Institute? If yes, please describe the need and indicate the plan for meeting this need.

No additional resources beyond its own grant support, or any hiring of faculty using state appropriations, will be necessary for the Center's continuing operations. CAIRHE does look forward to expanding its research collaboration with *existing* MSU faculty in the near future.

B. Are other, additional resources required to ensure the success of the proposed Center/Institute? If yes, please describe the need and indicate the plan for meeting this need.

CAIRHE does anticipate normal physical growth needs as it expands, such as the need for additional office and lab space, but these are issues that Center leaders are already addressing through the MSU Office of Research and Economic Development and the MSU Space Management Committee.

6. Describe other similar Centers/Institutes or research capacities in the state and surrounding region.

CAIRHE is unique in that it is the only NIH Center of Biomedical Research Excellence (COBRE) that is devoted to research in health disparities in the region that includes Montana, Idaho, South Dakota, Nevada, North Dakota, and Wyoming. Furthermore, there is no other research center or department at Montana State University that duplicates CAIRHE's purpose of reducing the significant health disparities in Montana's tribal and rural communities through community-based research. Nonetheless, there are other programs that complement each other and our efforts:

The Montana Office of Rural Health and the Area Health Education Center at MSU pursue a related but distinct, non-research mission of improving the supply and distribution of healthcare professionals around the state. Other state programs such as the University of Montana's Rural Institute for Inclusive Communities and the Montana Disability and Health Program also address health disparities but with a different focus—in these two cases, health equality for people with physical and mental disabilities are a major focus.

The School of Public and Community Health Sciences at the University of Montana also offers complementary graduate coursework related to health disparities, though with a different scope that we envision for our program. Similarly, faculty at the School who conduct research in health disparities use a complementary approach with distinct areas of research at each institution.

State agencies and private foundations such as the Montana Office of American Indian Health and the Montana Healthcare Foundation play an important role in the state's public health. However, we note that they are not research centers.

Finally, the Montana INBRE Program, also funded by the NIH, is dedicated to increasing the biomedical research capacity of Montana by building research infrastructure, supporting faculty and student research, and fostering a statewide collaborative network. Montana INBRE's two main research foci are the pathogenesis of infectious disease and health issues related to the environment. CAIRHE collaborates with Montana INBRE as described in 6A below.

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It's important to note that while all of the organizations above have separate and distinct missions in public health, CAIRHE will complement and collaborate with each of them over time in the pursuit of its own mission to reduce the health disparities in Montana's tribal and rural communities.

A. Describe the relationship between the proposed Center/Institute and any similar Centers/Institutes, programs, or research capacities within the Montana University System.

CAIRHE partners closely with the Montana INBRE Program. Over many years, Montana INBRE has built a strong and effective multidisciplinary research network among academic institutions in Montana, including MSU and all seven of Montana's tribal colleges. The INBRE network is well-developed, and its leadership team is well-respected and trusted within frontier communities. CAIRHE and INBRE complement one another well, and we do share three staff members making up our "Community Engagement Cores"—the cultural liaison professionals working alongside our investigators in tribal or rural communities. Allen Harmsen, Ph.D., is the principal investigator of INBRE.

We note that additional programs have been noted by the University of Montana, as having programs in Native American and Rural Health. For example, UM faculty, staff, and students have made significant investments in research, service, and teaching with programs aimed at:

1. Prioritizing the recruitment, training and matriculation of students representing underserved populations from Native American Reservations and rural areas in health profession programs through the HRSA grant sponsored Native American Center of Excellence.
2. Conducting research aimed at reducing health disparities in American Indian/Native American populations such as current studies on obesity education, breast cancer treatments, wood smoke interventions, and ethics.
3. American Indian/Native American and rural communities through the provision of healthcare screenings with the ImProving Health Among Rural Montanans (IPHARM) program, partnerships with tribal and urban Indian Health programs, and the Montana Geriatric Education Center.

It has been noted that, like Montana State University, the work at the University of Montana has spanned the entirety of the campus with substantial histories of success and substantial investment. At the University of Montana, efforts have also included partnering with local philanthropists to privately fund the Payne Family Native American Center and the Elouise Cobell Land and Culture Institute; investing in healthcare provider education (UM has a history of graduating outstanding American Indian pharmacists, psychologists, social workers, educators, and related healthcare disciplines in the state of Montana); and partnering with all tribal nations in the state of Montana.

We note that the University of Montana School of Public & Community Health Sciences offers courses focused on rural public health and efforts to minimize negative health effects in those communities. As an example, the University of Montana offers a Native American Public Health (PUBH 525) course that is designed to provide a general overview of multicultural issues within the United States and specifically within Montana. The instructor for this course, Dr. Annie Belcourt, is an American Indian faculty member who has worked extensively with tribal communities throughout Montana. Dr. Belcourt also teaches a similar course for students in the Doctor of Pharmacy program, American Indian Health Issues (PHAR 320).

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Finally, it was noted that the University of Montana faculty members, Dr. Belcourt and Dr. Tony Ward, are faculty members in the School of Public and Community Health Sciences and their funded research projects work directly with tribal communities in Montana and throughout the region and they collaborate with faculty such as Dr. Curtis Noonan (Biomedical and Pharmaceutical Sciences), Dr. Kari Harris and others.

In sum, both Montana State University (as outlined here in this application and in the Appendix) and the University of Montana have longstanding programs in Native American and Rural Health. Here we seek, at Montana State University, to recognize a unique Center that has received recognition as unique and valuable through procurement of an NIH Center grant (CoBRE).

We look forward to working with the University of Montana and in the interim between submission of this request for Center status, we will work with the University of Montana to discuss and catalog our many activities across the communities in Montana.

7. Assessment: How will the success of the program be measured?

As long as the Center remains funded by the NIH Centers of Biomedical Research Excellence (COBRE) program, CAIRHE's measures of success will largely mirror those of COBRE, which is a highly competitive peer-reviewed grant award. Each 5-year phase of COBRE, as described below, is a competitive, evaluative process. CAIRHE is currently in Year 2 of Phase I. As described by the NIH,

COBRE support comes in three sequential 5-year phases:

Phase I focuses on developing research infrastructure and providing junior investigators with formal mentoring and research project funding to help them acquire preliminary data and successfully compete for independent research grant support.

Phase II seeks to strengthen each center through further improvements in research infrastructure and continuing development and support of a critical mass of investigators with shared scientific interests. After 10 years of COBRE support, centers are expected to be able to compete successfully for other sources of research funding, such as program project or center grants from other NIH institutes and centers or other funding sources.

Phase III transitional centers provide support for maintaining COBRE research cores developed during Phases I and II, and sustain a collaborative, multidisciplinary research environment with pilot project programs and mentoring and training components.³

³ Source: NIH, <https://www.nigms.nih.gov/Research/CRCB/IDeA/pages/COBRE.aspx>

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During Phase I, our own measures of success will center upon our individual research projects, their success in addressing their research questions, and their investigators' ability to compete for independent outside grant support, particularly from the NIH.

During Phase II, if not before, CAIRHE will concentrate on its own sustainability by broadening its sources of funding and expanding its measures of success accordingly. CAIRHE Director and Principal Investigator Alexandra Adams, M.D., Ph.D., brings two decades of experience with multiple funding agencies to her leadership of the Center. (See Appendix.)

8. State the internal campus review and approval process which has occurred prior to submission to the Commissioner's Office. Indicate, where appropriate, involvement by faculty, students, community members, professional constituencies, etc.

Prior to its presentation to the Board of Regents, this application has been reviewed and approved by the MSU Vice President of Research and Economic Development, the Provost, the Dean's Council, the Faculty Senate, and the President's Executive Council.

Appendix: Center for American Indian and Rural Health Equity (CAIRHE)

Introduction

The Center for American Indian and Rural Health Equity (CAIRHE) is a research consortium already established and supported by a renewable five-year, \$10.6 million Centers of Biomedical Research Excellence (COBRE) award by the National Institutes of Health, Institute of General Medical Sciences (grant number 5P20GM104417-02), as of September 2014. In its earliest stages the grant operated under a temporary name, the “Center for Health Equity in Rural Montana” (CHERM). However, CHERM/CAIRHE has not yet obtained formal Board of Regents recognition, so the Center is now applying for Regents approval as per university policy.

In early 2016, CAIRHE marked one year of successful interdisciplinary research across eight projects, as well as the hire of Director and Principal Investigator Alexandra Adams, M.D., Ph.D. As additional information to the attached *Research Center and Institute Proposal Form*, this Appendix summarizes Dr. Adams’s qualifications and presents abstracts for all eight Center projects. Full contact information for the Center appears on the final page.

Director and Principal Investigator: Alexandra K. Adams, M.D., Ph.D.

A nationally recognized and highly respected health disparities researcher, Dr. Alexandra (Alex) Adams succeeded Allen Harmsen, Ph.D., as director and principal investigator of CAIRHE on January 1, 2016. She will relocate to Bozeman in July 2016 from Madison, Wisconsin, where she has worked since 1999 in the Department of Family Medicine at the University of Wisconsin School of Medicine and Public Health.

In addition to her work as a professor in the Department of Family Medicine and the Interdepartmental Graduate Program in Nutritional Sciences at UW, Dr. Adams has held several leadership positions relating to community-based and health disparities research. These include:

- Director, Collaborative Center for Health Equity, Institute for Clinical and Translational Research, University of Wisconsin School of Medicine and Public Health (2008–2015);
- Director, UW Cancer Center’s Cancer Health Disparities Initiative, University of Wisconsin School of Medicine and Public Health (2009–present);
- Principal Investigator, Wisconsin Obesity Prevention Initiative, University of Wisconsin School of Medicine and Public Health (2014–present);

- Principal Investigator, Healthy Children, Strong Families: American Indian Communities Preventing Obesity (2005–present);
- Assistant Director, Community Engagement, Institute for Clinical and Translational Research, University of Wisconsin School of Medicine and Public Health (2009–present);
- Faculty Mentor, T-32 Health Disparities Research Scholars Program (2007–present);
- Principal Investigator, Obesity and Cardiac Risk in American Indian Children (2002–2006).

Dr. Adams maintains an active research agenda and clinical practice relating to childhood obesity in American Indian communities. Her current work in obesity prevention partners with five American Indian communities nationally, including the Blackfeet Nation in Montana. For this and other community health and health-disparities project work as principal investigator, co-PI, or faculty mentor, Dr. Adams currently receives major funding support from 10 different sources. These include multiple National Institutes of Health programs such as COBRE; the National Heart, Lung, and Blood Institute; the National Center on Minority Health and Health Disparities; the Wisconsin Partnership Program; and the National Cancer Institute.

Dr. Adams has published her work in numerous journals including the *Journal of Primary Prevention*, *Harvard Health Policy Review*, *Journal of Public Health Management Practice*, *Journal of Applied Physiology*, *Journal of the American Dietetic Association*, *Obesity*, *Wisconsin Medical Journal*, *Pediatric Obesity*, *Preventing Chronic Disease*, *Maternal and Child Health Journal*, *American Journal of Clinical Nutrition*, *Canadian Journal of Diabetes*, and *American Family Physician*. She has presented her work at major medical and public health conferences throughout North America and around the world.

Dr. Adams received her M.D. from the University of Illinois College of Medicine at Urbana-Champaign and her Ph.D. in Nutritional Sciences from the University of Illinois at Urbana-Champaign. She completed her residency in family medicine at the University of Wisconsin Hospital/St. Mary's Hospital in Madison.

Abstracts of Eight Ongoing CAIRHE Research Projects (2015–present)

◆ **Research Project: Increasing Access to Oral Health Care: Evaluating the Outcomes of a Community Health Specialist Program**
Project Leader Elizabeth S. Kinion, Ed.D., MSN, FAAN; MSU College of Nursing

Early Childhood Caries (ECC) is an acute and virulent form of dental decay that destroys the primary dentition of infants and toddlers, resulting in devastating impacts to child development

and well-being and lasting consequences into adulthood. Children afflicted with ECC often suffer poor nutrition, failure to thrive, poor self-esteem, pain, infection, and even death.

This community-based participatory research project addresses the burden of ECC observed within the Gros Ventre and Assiniboine Tribes on the Fort Belknap Reservation in Montana by developing and implementing a Community Oral Health Specialist (COHS) ECC-prevention program that is tribe-centric, data-driven, and sustainable. The COHS model will be implemented in a series of carefully planned and agreed-upon steps and will consist of strategic and innovative aims:

- **Aim 1:** To build the research infrastructure and strategic partnerships needed to enable the Fort Belknap Reservation and the MSU College of Nursing to create and test a sustainable and effective Community Oral Health Specialist program to reduce the burden of Early Childhood Caries. The project will form an inter-professional ECC Research Team consisting of a project director, a COHS, a population health dentist, a representative from the Fort Belknap Tribal Health Department, and Aaniiih Nakoda College faculty and student research assistants.
- **Aim 2:** To develop and test in a randomized control trial the effectiveness of a Community Oral Health Specialist–implemented Early Childhood Caries reduction protocol. The model will be tested in the experimental group and outcomes compared to a control group. (All children, regardless of their group allocation, will receive dental disease prevention services by the consultant dentist.)
- **Aim 3:** To assist and support Aaniiih Nakoda College in the development of the systems and infrastructure necessary to establish an accredited Community Dental Health Coordinator training program. Sustainability of the COHS model depends on the ability of the Reservation to gain revenue from the COHS activities. COHSs who graduate from an accredited school instead of receiving on-the-job training (as proposed in Aim 2) are able to provide direct billable dental services in lieu of a dentist.

◆ **Research Project: The Fort Peck Sexual Health Project**
Project Leader Elizabeth Rink, Ph.D., MSW; MSU Department of Health and Human Development

The objective of the Fort Peck Sexual Health Project is to identify the individual, family, community, and environmental factors influencing sexual and reproductive health among young male and female Native Americans ages 15 to 18 years old in a rural, frontier setting. This study focuses specifically on the Fort Peck Reservation in northeastern Montana, home to the Assiniboine and Sioux tribes.

We hypothesize that high rates of sexually transmitted infections (STI) and unplanned pregnancies are a marker for deeper underlying health issues operating and interacting at the individual, family, community, and environmental levels. Using a community-based participatory research framework, this study examines several interrelated ecological factors that are likely to be influencing the sexual risk-taking behaviors of 15- to 18-year-old Native American males and females. The aims of this study are:

- Aim 1: To identify the cognitive behavioral factors contributing to sexual risk-taking behaviors among male and female Native American adolescents.
- Aim 2: To examine which social and cultural norms contribute to sexual risk-taking behaviors among male and female Native adolescents, including parenting and transmission of parental values, cultural beliefs about the value of children, attitudes and beliefs about sex, and the traditional and contemporary religious belief systems with regard to sex.
- Aim 3: To identify the environmental and contextual factors (such as free time, relationships with peers, parties and access to drugs and alcohol, and limits on access to family planning services) that might contribute to sexual risk-taking behaviors among male and female Native American adolescents.
- Aim 4: To develop and pilot an intervention that incorporates findings from Aims 1-3. The Fort Peck Sexual Health Project uses a concurrent qualitative and quantitative research design involving focus groups, key informant interviews, and a survey to inform the design, implementation, and evaluation of sexual and reproductive health intervention.

◆ **Research Project: Increasing Environmental Health Literacy in a Native American Community (aka *Guardians of the Living Water*)**

Project Leader Vanessa Simonds, Sc.D.; MSU Department of Health and Human Development

Native American communities are at particular risk for exposure to environmental contaminants due to subsistence diets and spiritual and cultural practices that increase their likelihood for contact with contaminated soil and water. Existing and past interventions to mitigate adverse health effects have focused primarily on education of the community through the adult population.

In partnership with the Crow Environmental Health Steering Committee, Crow Agency Public School, and Little Big Horn College, and working in collaboration with Apsáalooke community members, this project aims to develop and pilot an intervention to increase *children's* water-

related environmental health literacy skills and to transfer that knowledge and skills to others in their schools, families, and communities.

Through a system of modules and activities involving art and science—presented at summer camps and after-school programs and based in the Apsáalooke culture—the children will obtain water-related information that they will use in practical applications and/or dissemination tasks. The major goals of the project’s first year were to develop our program to educate Apsáalooke (Crow tribal) children about the relationship between water-related environmental issues and human health through teachings grounded in Apsáalooke culture, thereby increasing the culturally-based environmental health literacy of children and, in turn, their social networks.

Children acting as agents of change in a public health context is a groundbreaking concept that has not been tested outside of limited instances in the developing world. The intervention developed in this project may be adapted and tested in other tribal communities in Montana and beyond to address environmental health disparities.

◆ **Developmental Project: Maternal Mental Health, Child Temperament, and Biological Markers of Changes in Emotion in New Mothers**

Project Leader Rebecca Brooker, Ph.D.; MSU Department of Psychology

This project utilizes two converging approaches to investigate the role of parenting and parent mental health in the development of neural function linked to risk for anxiety problems in young children, particularly those living in rural areas.

Specifically, harsh parenting behaviors will be tested as a contributor to developing neural mechanisms of anxiety risk in preschoolers (Study 1). Following this, the dynamic interplay between behavioral and neural mechanisms of children’s anxiety risk and parent mental health will be examined (Study 2). This work is essential for understanding how social and biological factors in parents and children interact to contribute to mental health outcomes early in life, which may lead to chronic trajectories of mental illness.

Such questions are of particular interest in rural populations, who have some of the highest rates of unmet mental health needs in the country. The current work will provide critical information about parent- and child-based factors of early risk and resilience in rural Montana families.

◆ **Developmental Project: Discussions of Driving After Drinking Among Young Adults in Montana**

Project Leader Kaylin Greene, Ph.D.; MSU Department of Sociology and Anthropology

Every 51 minutes in the United States, a person dies as a result of a motor vehicle accident involving a drunk driver. Many of these alcohol-related accidents involve young adults. The current project seeks to better understand the reasons for alcohol use and driving after drinking among young adults (ages 18-25) in Montana, a state with one of the highest alcohol-related fatal crash rates in the nation.

The first aim of the project is to understand when and why young people in rural areas drive after they have been drinking. The second project aim is to identify (a) the characteristics of rural environments that facilitate driving after drinking, and (b) the protective factors that young people leverage in order to attenuate risk factors. Semi-structured focus groups with young adults living in nonmetropolitan counties are currently underway. At least eight focus groups will be conducted in total: four in counties with small/medium-sized towns and four in “completely rural” locations (i.e., population clusters <2,500).

The findings will make an innovative contribution to the scientific literature by explicating how the rural context promotes or inhibits alcohol misuse and driving after drinking. In addition, by disseminating the results to communities, the project will directly inform community-led interventions and policy strategies. Finally, the current project will inform a larger quantitative study and lay the foundation for a future grant using an intensive measurement burst methodology to examine alcohol use and alcohol-related behaviors among young adults in Montana.

◆ **Developmental Project: Rural Montana Victim Needs Assessment**
Project Leaders Kelly Knight, Ph.D., and Colter Ellis, Ph.D.; MSU Department of Sociology and Anthropology

Little is known about victimization and its detrimental effects on health disparities in rural Montana. For this reason, the first phase of this study sought to identify rural Montana’s most salient victimization issues. To date, the project has conducted key informant interviews and focus groups with 49 individuals from a diverse range of occupations (e.g., law enforcement, victim advocates, lawyers, shelter staff, nurses, and child protective services). Data collection focused on Gallatin County and the oil-impacted region of eastern Montana.

A prominent finding to emerge from this initial data collection is that domestic and sexual violence is an especially common and complex form of victimization to address in rural space. Victim service organizations have difficulty finding, training, and keeping qualified and efficacious providers. We argue that this is due, in part, to the health consequences of the work. Service providers report serious concerns about their own well-being. Many are isolated and report physical and mental health issues. Substance abuse is also an important theme.

We hypothesize that individuals in these professions can suffer from *vicarious trauma*, a not-well-understood outcome of empathetic engagement with traumatized populations. Our data indicate that most victim service providers select into the field because of their own personal histories of victimization. This exacerbates the process of vicarious trauma and its negative health consequences.

Ultimately, the implications of our research suggest that the efficacy of victim service provision is in jeopardy in rural Montana and therefore is contributing to health disparities. Given these findings, the second phase of our study includes a more refined focus on victimization, vicarious trauma, and health consequences as we continue our research in central and northwestern Montana. This research will help the project prepare an independently fundable grant proposal.

**◆ Developmental Project: The Fort Peck Substance Abuse and Resilience Project
Project Leader Monica Skewes, Ph.D.; MSU Department of Psychology**

American Indians have documented disparities in the incidence of substance abuse in the United States. The high level of substance abuse is associated with other serious risks to health including depression, suicide, and interpersonal violence. These comorbidities are disproportionately represented in American Indian populations as well. In Montana, substance-related problems among American Indians are even more pronounced than in other states, creating a high level of need to better understand and address substance abuse. The Fort Peck Indian Reservation in northeastern Montana, the site of this study, is representative of these particular trends.

The objective of the Fort Peck Substance Abuse and Resilience Project is to understand local cultural conceptualizations of substance abuse problems and resiliency among the Assiniboine and Sioux tribes of Fort Peck, Montana. Individual, family, community, and sociocultural factors contributing to disparities in substance abuse problems will be examined using a mixed-methods approach grounded in a community-based participatory research framework. Factors associated with resiliency and recovery from substance abuse also will be examined. The socioecological model will guide study methods. Findings will be used to develop public health programming to reduce the disease burden of substance abuse on the reservation.

The aims of this study are:

- Aim 1: To build positive, respectful, trusting, and sustainable relationships between Montana State University researchers, Fort Peck Community College researchers, and Fort Peck community members and organizations.
- Aim 2: To identify social and cultural norms surrounding substance abuse at Fort Peck, including associated risk and protective factors.

- Aim 3: To examine interrelationships between individual, family, community, and sociocultural variables and their association with substance use behavior and efforts to change.
- Aim 4: To pilot-test culturally relevant assessment instruments and data collection methods.
- Aim 5: To develop and theater-test intervention strategies that integrate findings from Aims 2-4 with empirically supported best practices from psychology and public health. A separate research proposal will be submitted to NIH for a large-scale efficacy trial of the intervention using the instruments developed and modified in Aim 4.

The Fort Peck Substance Abuse and Resilience Project involves an equitable partnership between Montana State University, Fort Peck Community College, and Fort Peck community members representing the Assiniboine and Sioux tribes. A community advisory board (CAB) has been formed and will play an integral role in all aspects of the research, including participant recruitment, measurement and data collection, data analysis and interpretation, dissemination of the study findings, and development and pilot testing of a culturally grounded intervention. Following the achievement of these specific aims, the research team will pursue NIH funding to conduct an efficacy trial of the piloted intervention.

◆ **Developmental Project: Prisoner Reentry & Recidivism in Montana: Access to and Utilization of Community Resources**
Project Leader Cody Warner, Ph.D.; MSU Department of Sociology and Anthropology.

This project, in cooperation with the Montana Department of Corrections, seeks to address health disparities in a disadvantaged population by examining the availability of community-based resources for individuals under correctional supervision. The United States is the world leader in corrections, with more than 2.2 million inmates housed in prisons and jails, and more than 4.5 million individuals supervised in the community via probation or parole. As of June 2014, the Montana men's and women's prisons held more than 2,500 offenders, with more than 10,000 individuals also being supervised in the community. Furthermore, over 2,000 individuals are released from Montana prisons every year.

By all accounts, this is a disadvantaged population. In addition to their offending histories, individuals who come into contact with the criminal justice system have high rates of infectious disease, chronic health conditions, substance abuse issues, and mental health disorders. As these individuals are released from confinement, continuity of care between prisons and communities is important to facilitate the health and safety of former offenders, members of their family, and communities at large. Research shows that released prisoners who connect with community-based resources are more likely to desist from crime and are less likely to

return to prison. However, absent relevant information on the locations and types of resources in a given community, it can be difficult to establish connections between potential providers and clients in the critical period following release from confinement.

These issues of access may be compounded in rural areas, where resources are scarce and accessibility barriers (such as a lack of public transportation) are greater. As such, this project has two initial aims:

- Aim 1: To determine the availability of a variety of service providers in communities where returning citizens live.
- Aim 2: To examine what impact service availability has on recidivism in Montana.

Information discovered through the project's initial phase will be used to propose additional projects and independent grant funding that address health disparities through reentry interventions.

Contacts

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May 19-20, 2016

ITEM 171-2028-R0516

Request for Authorization to Create a Bachelor of Fine Arts in Integrated Lens-Based Media

THAT

Request that the Board of Regents approve the creation of the Bachelor of Fine Arts in Integrated Lens-Based Media in the School of Film and Photography at Montana State University.

EXPLANATION

The Bachelor of Fine Arts in Integrated Lens-Based Media in the School of Film & Photography at MSU-Bozeman provides students with an intensive, interdisciplinary course of study in film and photographic media that culminates in the creation of two capstone projects. Students apply for admission to the BFA at the end of their sophomore year, after having completed a prescribed sequence of foundational courses in the production, analysis, and history of film and photography. As a professional degree, the BFA in Integrated Lens-Based Media prepares students to pursue graduate study and for careers as professional artists.

ATTACHMENTS

Academic Proposal Request Form
Curriculum Proposal Form

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Item Number: 171-2028-R0516 Meeting Date: May 19-20, 2016
Institution: Montana State University CIP Code: _____
Program Title: Bachelor of Fine Arts in Integrated Lens-Based Media

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit the [Academic Affairs Handbook](#).

 A. Notifications:

Notifications are announcements conveyed to the Board of Regents at the next regular meeting.

- 1a. Placing a program into moratorium** (Document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)
- 1b. Withdrawing a program from moratorium**
- 2. Intent to terminate an existing major, minor, option or certificate – Step 1** (Phase I Program Termination Checklist)
- 3. Campus Certificates- Adding, re-titling, terminating or revising a campus certificate of 29 credits or less**
- 4. BAS/AA/AS Area of Study**

 B. Level I:

Level I proposals are those that may be approved by the Commissioner of Higher Education. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the Board.

- 1. Re-titling an existing major, minor, option or certificate**
- 2. Adding a new minor or certificate where there is a major or an option in a major** (Curriculum Proposal Form)
- 3. Revising a program** (Curriculum Proposal Form)
- 4. Distance or online delivery of an existing degree or certificate program**
- 5. Terminating an existing major, minor, option or certificate – Step 2** (Completed Program Termination Checklist)

 Temporary Certificate or AAS Degree Program

Approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the proposal to go through the normal Level II Proposal approval process.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

 C. Level I with Level II Documentation:

This type of proposal may go to the Board as a Level I item if all Chief Academic Officers are in agreement. If consensus among the Chief Academic Officers is not reached, however, the item will go to the Board as a Level II request.

 1. Consolidating existing programs and/or degrees (Curriculum Proposal Form)

X **D. Level II:**

Level II proposals require approval of the Board of Regents. These requests will go to the Board in a two-meeting format, the first being as informational and the second as action.

 1. Re-titling a degree (ex. From B.A. to B.F.A)

 2. Adding a new minor or certificate where there is no major or option in a major (Curriculum Proposal Form)

x **3. Establishing a new degree or adding a major or option to an existing degree** (Curriculum Proposal Form)

 4. Forming, eliminating or consolidating a college, division, school, department, institute, bureau, center, station, laboratory or similar unit (Curriculum Proposal Form or Center Proposal Form, except when eliminating or consolidating)

 5. Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit

Specify Request:

The Bachelor of Fine Arts in Integrated Lens-Based Media in the School of Film & Photography at Montana State University provides students with an intensive, interdisciplinary course of study in film and photographic media that culminates in the creation of two capstone projects. Students apply for admission to the BFA at the end of their sophomore year, after having completed a prescribed sequence of foundational courses in the production, analysis, and history of film and photography. As a professional degree, the BFA in Integrated Lens-Based Media prepares students to pursue graduate study and for careers as professional artists.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

1. Overview

- A. Provide a one paragraph description of the proposed program. Be specific about what degree, major, minor or option is sought.**

The Bachelor of Fine Arts in Integrated Lens-Based Media in the School of Film & Photography at Montana State University provides students with an intensive, interdisciplinary course of study in film and photographic media that culminates in the creation of two capstone projects. Students apply for admission to the BFA at the end of their sophomore year, after having completed a prescribed sequence of foundational courses in the production, analysis, and history of film and photography. As a professional degree, the BFA in Integrated Lens-Based Media prepares students to pursue graduate study and for careers as professional artists.

2. Institutional and System Fit

- A. What is the connection between the proposed program and existing programs at the institution?**

The BFA combines aspects of our existing degrees in film and photography. Incoming students will undertake our existing freshman curriculum, continue their training in both film and photo in the sophomore year, and then pursue a customized, interdisciplinary course of study in the junior and senior years.

- B. Will approval of the proposed program require changes to any existing programs at the institution? If so, please describe.**

No

- C. Describe what differentiates this program from other, closely related programs at the institution (if appropriate).**

The combined study of film and photography as lens-based media distinguishes the BFA from our BAs in film and photography.

- D. How does the proposed program serve to advance the strategic goals of the institution?**

The introduction of the BFA in Integrated Lens-Based Media will significantly advance MSU's strategic goals, particularly in the areas of learning, discovery, and integration. The proposed program has been devised in direct response to significant changes in the field, with the goal of preparing students to graduate equipped for careers and further education. The program's innovative, progressive approach to lens-based media, along with the opportunity for students to create an individualized course of study, will make Montana State University a more attractive option to potential students interested in film and photography. It will also better meet the needs of current and future students by providing those with the necessary ambition and talent a more demanding course of study that results in a degree that will better prepare them for graduate study and make them stronger, more attractive applicants to leading MFA programs in photography, film, and related media.

- E. Describe the relationship between the proposed program and any similar programs within the Montana University System. In cases of substantial duplication, explain the need for the proposed program at an additional institution. Describe any efforts that were made to collaborate with these similar programs; and**

Montana Board of Regents
CURRICULUM PROPOSAL FORM

if no efforts were made, explain why. If articulation or transfer agreements have been developed for the substantially duplicated programs, please include the agreement(s) as part of the documentation.

The BFA in Integrated Lens-Based Media will not substantially duplicate any other programs in the Montana University System, just as our existing degrees in Film and Photography do not. At the University of Montana, the School of Media Arts offers a BFA in Digital Filmmaking and the School of Art offers BFA in Art with a specialization in photography. In emphases, these programs differ both philosophically and practically from ours. The UM-SMA filmmaking program encourages an artisanal mode of film practice with the filmmaker as “digital artist,” whereas MSU is principally a narrative-based production program that emphasizes instruction in contemporary professional creative practices. The UM-SA photography program has fine art at the core of its curriculum, whereas MSU emphasizes photography as a lens-based medium. Our BFA reflects these foci, and will draw upon our more than fifty years of experience training young filmmakers and photographers for careers as media creators.

We have shared our BFA proposal with representatives from the School of Media Arts and the School of Art at the University of Montana and they have expressed no concerns.

3. Program Details

- A. Provide a detailed description of the proposed curriculum. Where possible, present the information in the form intended to appear in the catalog or other publications. NOTE: In the case of two-year degree programs and certificates of applied science, the curriculum should include enough detail to determine if the characteristics set out in Regents’ Policy 301.12 have been met.**

Below is a narrative of how a student progresses through the proposed BFA curriculum.

In the freshman year, students take the following courses: FILM 100IH: Introduction to Film and Photography (3 credits), FILM 101IH: Understanding Film and Media (3), FILM 112: Aesthetics of Film Production I (3), PHOT 113RA: Understanding Photography (3), and one of ARTZ 105RA: Visual Language: Drawing (3), ARTZ 109RA: Visual Language: Comprehensive Foundations (4) or ARTZ 110RA: Visual Language: Ideation and Creativity (4).

In addition to these 15 (or 16) credits, students take 15 (or 14) credits of University and Core electives.

At the conclusion of the freshman year, students apply for admission into either the film or photography BA while indicating their intention to apply for the BFA.

In the sophomore year, students take FILM 212: Aesthetics of Film Production II (3), PHOT 213: Intermediate Photography (3), PHOT 255: Introduction to Color Photography (4), and three of the following four courses: FILM 201D: Film History I-Origins to the 1960s (3), FILM 202D: Film History II-1960s to the Present (3), PHOT 303: Early History of Photography (3), and PHOT 304: Recent History of Photography (3).

In addition to these 19 credits, students take 11 credits of University and Core electives.

At the conclusion of the sophomore year, students apply for admission into the BFA. The application portfolio consists of a cover letter; one sample of creative work; one essay completed for one of FILM 201D, FILM 202D, PHOT 303, or PHOT 304; and an academic transcript. A committee of faculty members reviews each application. Application materials are considered holistically and, where necessary, the committee solicits

Montana Board of Regents
CURRICULUM PROPOSAL FORM

additional information from other members of the faculty. The committee produces a ranked list of applicants, and places in the BFA are offered to the top twelve. In the event that a student declines an offer, his or her place is extended to the next applicant on the ranked list.

Students who are not admitted to the BFA will be able to continue in their BA programs, and will have the ability to reapply for entry into the BFA the following year.

Students admitted to the BFA will be assigned two advisors—one filmmaker and one photographer—with whom they will design a customized curriculum for the final two years of the degree.

In fall semester of the junior year, all newly-admitted BFA students will take a new course, Issues in Integrated Lens-Based Media (2). This seminar-style course will meet once weekly to discuss the interrelation of still and moving images from a variety of critical and historical perspectives.

In the junior and seniors years, BFA students must take 6 credits of PHOT electives, 6 credits of FILM electives, 6 credits of film and photo studies electives (courses in the history and criticism of film and photography), and 20 additional credits relevant to the student's proposed course of study. Students also take 10 credits of University and Core elective

In the senior year, students will complete a year-long, 10-credit capstone project by enrolling in FILM 499 (5) and/or PHOT 499 (5) twice, once in the fall and once in the spring.

B. Describe the planned implementation of the proposed program, including estimates of numbers of students at each stage.

Subject to required approvals, the proposed program will be implemented in the fall of 2016. The first cohort of students be admitted into the BFA for the fall of 2018, and will graduate in the spring of 2020. Initially, spaces in the BFA will be limited to 12 each year. Because the BFA does not increase the total number of students in the School, we will have the flexibility to adjust enrollment based on demand. Students who enrolled prior to the fall of 2016 will be eligible to apply for the BFA program provided they complete the prerequisites.

4. Need

A. To what specific need is the institution responding in developing the proposed program?

The proposed program has been developed in response to changes in the field, as well as in response to feedback from our students. We live in an age when traditional boundaries between media are breaking down, and when media-makers are increasingly expected to have skills in both filmmaking and photography. Our school has long recognized the importance of a comprehensive introduction to lens-based media, and this is reflected in our freshman curriculum, where prospective majors take the same series of foundation courses in film and photography before applying for entry into either the film or photo option. While some of our students do double-major, this is a demanding option, and it is clear that many more would continue their study of both film and photography if there were greater integration between the two.

We have both the faculty expertise and the facilities to respond to the changing media landscape and better meet the needs of our students. What is required is a new degree. The BFA extends the philosophy behind

Montana Board of Regents
CURRICULUM PROPOSAL FORM

our current freshman year to encompass an entire degree, in which students will continue their training in both film and photo in the sophomore year and then pursue a customized, interdisciplinary curriculum in the junior and senior year.

The Bachelor of Fine Arts designation has been selected over the Bachelor of Arts because it better reflects the comprehensiveness and rigor of the proposed program of study. Whereas our BA degrees require 56 credits for the major, the BFA will require 84. This accords with the guidelines issued by the National Association of Schools of Art and Design (NASAD), which state that a BFA should require students to take at least 65% of their credits in the major area of study.

The proposed program will require students to devote 10 credits of work towards their capstone project. This is accomplished by having students take FILM/PHOT 499 twice, once in the fall and once in the spring. We do not feel that a single semester provides adequate time to conceive, research, produce, and exhibit a project that will meet the demands of rigor, depth and complexity entailed in a BFA.

Students will work under two supervisors, one film faculty and one photo faculty, who will provide expertise in each discipline and ensure that the student's curriculum and capstone project meet the program's goals of integration and sophistication. Regular contact with diverse faculty, through supervision and a new junior-year seminar that explores issues in integrated lens-based media, will build a sense of community among those in the program.

The BFA will better prepare students who intend to pursue MFAs or other graduate degrees. While the caliber of student work has meant our graduates have been competitive and successful at applying for graduate education, particularly in photography, many alumni are required to take remedial courses while pursuing MFAs at other universities. The BFA will address this issue and ensure a more seamless transition into graduate school.

B. How will students and any other affected constituencies be served by the proposed program?

The introduction of the BFA will allow the School of Film & Photography to better meet the needs of students. It will provide our students with the option to pursue an intensive, interdisciplinary degree in lens-based media that will prepare them for graduate school and professional practice. We are confident that the BFA will also make the School a more attractive option for incoming students interested in film, photography, and related media.

C. What is the anticipated demand for the program? How was this determined?

We anticipate 30 applications for the BFA in the spring of 2018. This figure has been determined based on consultation with current students, both individually and at student-faculty forums.

5. Process Leading to Submission

A. Describe the process of developing and approving the proposed program. Indicate, where appropriate, involvement by faculty, students, community members, potential employers, accrediting agencies, etc.

The Curriculum Committee of the School of Film & Photography began the process of devising a new BFA program in the winter of 2014. This process continued over the course of the 2014-2015 academic year, involved comprehensive consultation with faculty, students, staff and alumni, and proceeded through multiple iterations. The present version of the proposal was presented to faculty in April of 2015. The

Montana Board of Regents
CURRICULUM PROPOSAL FORM

proposal was submitted to a vote at a meeting of tenured and tenure-track faculty in August of 2015, and was unanimously approved.

6. Resources

A. Will additional faculty resources be required to implement this program? If yes, please describe the need and indicate the plan for meeting this need.

No

B. Are other, additional resources required to ensure the success of the proposed program? If yes, please describe the need and indicate the plan for meeting this need.

No

7. Assessment

A. How will the success of the program be measured?

Success in achieving program outcomes will be measured in multiple ways, including: student performance in individual courses, as gauged by the School's assessment procedures; the quality and innovation of the BFA capstone projects, particularly in how the projects synthesize aspects of film and photography; completion of the degree without four years; and job placement and graduate school admission rates following graduation from the program.

May 19-20, 2016

ITEM 171-2702-R0516

Request for Authorization to Establish a Department of Health Care Services

THAT

Montana State University Billings requests authorization to establish a Department of Health Care Services within the College of Allied Health Professions.

EXPLANATION

Montana State University Billings seeks to create a new Health Care Services Department within the College of Allied Health Professions. The Health Care Services Department incorporates programs and faculty that currently reside in the College of Allied Health Professions, not within a department. The College of Allied Health Professions was formed in 2004 with two departments, Health and Human Performance and Rehabilitation and Human Services. The Health Administration program was assigned to the College but not to a department. As the College prepares to propose new programs to meet the needs of the regional health care community it has been determined that the new programs under consideration will be best served by a new department, as well as aligning the Health Administration program within a department.

ATTACHMENTS

Academic Proposal Request Form
Curriculum Proposal Form

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Item Number: **171-2702-R0515**

Meeting Date: **May 19-20, 2016**

Institution: **Montana State University Billings**

CIP Code: **51.0000**

Program Title: **Department of Health Care Services**

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit the [Academic Affairs Handbook](#).

A. Notifications:

Notifications are announcements conveyed to the Board of Regents at the next regular meeting.

1a. Placing a program into moratorium (Document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)

1b. Withdrawing a program from moratorium

2. Intent to terminate an existing major, minor, option or certificate – Step 1 (Phase I Program Termination Checklist)

3. Campus Certificates- Adding, re-titling, terminating or revising a campus certificate of 29 credits or less

4. BAS/AA/AS Area of Study

B. Level I:

Level I proposals are those that may be approved by the Commissioner of Higher Education. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the Board.

1. Re-titling an existing major, minor, option or certificate

2. Adding a new minor or certificate where there is a major or an option in a major (Curriculum Proposal Form)

3. Revising a program (Curriculum Proposal Form)

4. Distance or online delivery of an existing degree or certificate program

5. Terminating an existing major, minor, option or certificate – Step 2 (Completed Program Termination Checklist)

Temporary Certificate or AAS Degree Program

Approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the proposal to go through the normal Level II Proposal approval process.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

C. Level I with Level II Documentation:

This type of proposal may go to the Board as a Level I item if all Chief Academic Officers are in agreement. If consensus among the Chief Academic Officers is not reached, however, the item will go to the Board as a Level II request.

1. Consolidating existing programs and/or degrees (Curriculum Proposal Form)

D. Level II:

Level II proposals require approval of the Board of Regents. These requests will go to the Board in a two-meeting format, the first being as informational and the second as action.

1. Re-titling a degree (ex. From B.A. to B.F.A)

2. Adding a new minor or certificate where there is no major or option in a major (Curriculum Proposal Form)

3. Establishing a new degree or adding a major or option to an existing degree (Curriculum Proposal Form)

4. Forming, eliminating or consolidating a college, division, school, department, institute, bureau, center, station, laboratory or similar unit (Curriculum Proposal Form or Center Proposal Form, except when eliminating or consolidating)

5. Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit

Specify Request:

Montana State University Billings seeks to create a new Health Care Services Department within the College of Allied Health Professions. The Health Care Services Department incorporates programs and faculty that currently reside in the College of Allied Health Professions, not within a department. The College of Allied Health Professions was form in 2004 with two departments, Health and Human Performance and Rehabilitation and Human Services. The Health Administration program was assigned to the College but not to a department. As the College prepares to propose new programs to meet the needs of the regional health care community it has been determined that the new programs under consideration will be best served by a new department, as well as aligning the Health Administration program within a department.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

1. Overview

Montana State University Billings seeks to create a new Health Care Services Department within the College of Allied Health Professions. The Health Care Services Department incorporates programs and faculty that currently reside in the College of Allied Health Professions, not within a department. The College of Allied Health Professions was formed in 2004 with two departments, Health and Human Performance and Rehabilitation and Human Services. The Health Administration program was assigned to the College but not to a department. As the College prepares to propose new programs to meet the needs of the regional health care community it has been determined that the new programs under consideration will be best served by a new department, as well as aligning the Health Administration program within a department.

2. Provide a one paragraph description of the proposed program. Be specific about what degree, major, minor or option is sought.

A new department within the College of Allied Health Professions, titled the Department of Health Care Services is sought. As the College of Allied Health Professions prepares to propose new programs to meet the needs of the regional health care community it has been determined that the new programs under consideration will be best served by the proposed new department. With this department in place, the College and the University will have established an administrative home for launching the new initiatives that will be responsive to community needs. Finally, it would provide an administrative home for the Health Administration program, thereby facilitating departmental committee formation to deal with rank, tenure, hiring, and assessment issues.

3. Need

A. To what specific need is the institution responding in developing the proposed program?

The need is an internal one to establish a new department in the College of Allied Health Professions to place the Health Administration Program in and to prepare for growth in the allied health programs.

B. How will students and any other affected constituencies be served by the proposed program?

The Health Administration Program has not had a department home since the College of Allied Health Professions was created in 2004. By establishing a new department to house Health Administration it will place the program into the governance structure of MSUB. Students and other constituencies should not be affected by this change.

C. What is the anticipated demand for the program? How was this determined?

This is not a program and should not affect demand for any existing programs.

4. Institutional and System Fit

A. What is the connection between the proposed program and existing programs at the institution?

This is not a program.

B. Will approval of the proposed program require changes to any existing programs at the institution? If so, please describe.

This will not change any existing programs, other than placing Health Administration within a department.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

C. Describe what differentiates this program from other, closely related programs at the institution (if appropriate).

The new department will contain Health Administration and when appropriate programs which are allied health in nature.

D. How does the proposed program serve to advance the strategic goals of the institution?

In addition to aligning Health Administration within a department, as the College prepares to propose new programs to meet the needs of the regional health care community it has been determined that the new programs under consideration will be best served by a new department.

E. Describe the relationship between the proposed program and any similar programs within the Montana University System. In cases of substantial duplication, explain the need for the proposed program at an additional institution. Describe any efforts that were made to collaborate with these similar programs; and if no efforts were made, explain why. If articulation or transfer agreements have been developed for the substantially duplicated programs, please include the agreement(s) as part of the documentation.

This is not a program.

5. Program Details

A. Provide a detailed description of the proposed curriculum. Where possible, present the information in the form intended to appear in the catalog or other publications. NOTE: In the case of two-year degree programs and certificates of applied science, the curriculum should include enough detail to determine if the characteristics set out in Regents' Policy 301.12 have been met.

This is not a program. There are no changes in curriculum in the Health Administration Program associated with this change.

B. Describe the planned implementation of the proposed program, including estimates of numbers of students at each stage.

The new department, if approved by the BOR, will be implemented during Fall 2016 semester.

6. Resources

A. Will additional faculty resources be required to implement this program? If yes, please describe the need and indicate the plan for meeting this need.

There are no effects on faculty need.

B. Are other, additional resources required to ensure the success of the proposed program? If yes, please describe the need and indicate the plan for meeting this need.

There are no additional resources required for this change. The Health Administration Program has an administration assistant working at 0.5 FTE. This administrative assistant would continue in her role. The two faculty in Health Administration would become part of the Health Care Services Department thereby aligning them with the governance structure of MSUB.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

7. Assessment

How will the success of the program be measured?

This is not a program.

8. Process Leading to Submission

Describe the process of developing and approving the proposed program. Indicate, where appropriate, involvement by faculty, students, community members, potential employers, accrediting agencies, etc.

Current department chairs with the College of Allied Health Professions have had input into the addition of the department. MSUB's Academic Senate will be informed of the change and their input will be considered. The Provost and Chancellor will review and approve.

May 19-20, 2016

ITEM 171-2802-R0516

Request for Authorization to Approve a Minor Study in Psychology

THAT

The Montana Board of Regents grant approval for a minor study in psychology at Montana State University Northern.

EXPLANATION

The addition of the psychology minor will complement the ongoing cross-disciplinary activities of the MSUN College of Education, Arts, Science, and Nursing (CEASN), as well as the College of Technical Sciences (COTS), by providing opportunities for all students regardless of major to learn about psychology. A psychology minor will support MSUN students in developing highly marketable knowledge and skills for employment upon graduation, or to pursue advanced educational opportunities.

ATTACHMENTS

Academic Proposal Request Form
Curriculum Proposal Form
Attachment 1 – Course Forms

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Item Number: 171-2802-R0516

Meeting Date: May 19-20, 2016

Institution: Montana State University Northern

CIP Code: 42.01

Program Title: Psychology Minor

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit the [Academic, Research and Student Affairs Handbook](#).

 A. Notifications:

Notifications are announcements conveyed to the Board of Regents at the next regular meeting.

 1a. Placing a program into moratorium (Document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)

 1b. Withdrawing a program from moratorium

 2. Intent to terminate an existing major, minor, option or certificate – Step 1 (Phase I Program Termination Checklist)

 3. Campus Certificates, CAS/AAS-Adding, re-titling, terminating or revising a campus certificate of 29 credits or less

 4. BAS/AA/AS Area of Study

 B. Level I:

Level I proposals are those that may be approved by the Commissioner of Higher Education. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the Board.

 1. Re-titling an existing major, minor, option or certificate

 2. Adding a new minor or certificate where there is a major or an option in a major (Curriculum Proposal Form)

 3. Revising a program (Curriculum Proposal Form)

 4. Distance or online delivery of an existing degree or certificate program

 5. Terminating an existing major, minor, option or certificate – Step 2 (Completed Program Termination Checklist)

 Temporary Certificate or AAS Degree Program

Approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the proposal to go through the normal Level II Proposal approval process.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

 C. Level I with Level II Documentation:

This type of proposal may go to the Board as a Level I item if all Chief Academic Officers are in agreement. If consensus among the Chief Academic Officers is not reached, however, the item will go to the Board as a Level II request.

 1. Adding an option within an existing major or degree (Curriculum Proposal Form)

 2. Consolidating existing programs and/or degrees (Curriculum Proposal Form)

X **D. Level II:**

Level II proposals require approval of the Board of Regents. These requests will go to the Board in a two-meeting format, the first being as informational and the second as action.

 1. Re-titling a degree (ex. From B.A. to B.F.A)

X **2. Adding a new minor or certificate where there is no major or option in a major** (Curriculum Proposal Form)

 3. Establishing a new degree or adding a major or option to an existing degree (Curriculum Proposal Form)

 4. Forming, eliminating or consolidating a college, division, school, department, institute, bureau, center, station, laboratory or similar unit (Curriculum Proposal Form or Center Proposal Form, except when eliminating or consolidating)

 5. Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit

Specify Request:

MSUN would like to add a minor in psychology available to all students at Northern. The minor will complement the ongoing cross-disciplinary activities of the MSUN College of Education, Arts, Science, and Nursing (CEASN), as well as the College of Technical Sciences (COTS), by providing opportunities for all students regardless of major to learn about psychology. Currently there are no psychology degrees, major or minor, offered at MSUN.

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1. Overview

This proposal constitutes a request for approval of a new program of academic study at Montana State University Northern (MSUN) leading to a minor in psychology. This proposed psychology minor effectively organizes existing course offerings supplemented by new courses to meet student demands, support existing bachelor degree majors, and provide a foundation in psychology for students who will enter the workforce or advanced degree programs.

2. Provide a one paragraph description of the proposed program. Be specific about what degree, major, minor or option is sought.

We propose a new minor in psychology available for all students at MSUN. The minor will complement the ongoing cross-disciplinary activities of the MSUN College of Education, Arts, Science, and Nursing (CEASN), as well as the College of Technical Sciences (COTS), by providing opportunities for all students regardless of major to learn about psychology. Currently there are no psychology degrees, major or minor, offered at MSUN. The total number of credits to complete the minor is 24, which aligns with a sample of other minors in area programs.

3. Need

A. To what specific need is the institution responding in developing the proposed program?

In 2011, the U.S. Department of Labor predicted that jobs in the field of psychology will grow 12% over the next 10 years, and major growth will be seen in the subfields addressing neuropsychology, I/O psychology, and geropsychology. Neuropsychologists evaluate and treat victims of stroke, dementia, and traumatic brain injuries. Industrial/Organizational psychologists help companies make sound selection and human resource decisions, boost employee engagement, and help people improve their work performance. Geropsychologists specialize in helping people deal with the mental and physical changes of aging. All 3 of these subfields of psychology complement disciplines offered at MSUN including, nursing, criminal justice, business, education, communication studies, political science, health promotion, biology, community leadership, and counseling. Psychology is distinctive in that it equips its graduates with an extremely rich and diverse portfolio—providing a variety of forms of expertise, which are found in few other disciplines and which can equip graduates to undertake many different types of work.

Additionally, all six members of the panel discussion among leading industry executives held at the MSU One Symposium on November 3, 2015, vigorously spoke about the importance of recruiting and hiring MSUN graduates who possessed “soft-skills.” The term soft-skills is often used to describe a collection of skills including, communication skills, teamwork, adaptability, problem solving, critical thinking, and conflict resolution skills. Psychology is one of the few areas of study that directly teaches students the soft-skills demanded by employers seeking to hire MSUN graduates. As was heard repeatedly by University partners and industry executives, employers are seeking out well-rounded MSUN graduates who have attained the technical skills from the major program of study, and equally as important, the soft-skills that enable graduates to thrive in the workplace and in their personal lives.

B. How will students and any other affected constituencies be served by the proposed program?

A psychology minor will support MSUN students in developing highly marketable knowledge and skills for employment upon graduation, or to pursue advanced educational opportunities. Also, this program will support Montana and our nation in the development of a highly qualified and well-rounded workforce to meet the growing demand in the fields of healthcare, criminal justice, education, and business, among others. Additionally, a psychology minor will focus on critical topics such as culture and human diversity, intergroup relations, prejudice and discrimination, stereotyping, attitude formation, and other topics relevant to

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multiculturalism and minority issues. Keeping in line with MSUNs commitment to the diverse needs of our students, the proposed psychology minor will offer psychology course on-campus as well as online.

C. What is the anticipated demand for the program? How was this determined?

Development of this program is driven by the need to offer a minor program that complements the current MSUN curriculum. A psychology minor does just that. Over the past 5 years, enrollment in the offered psychology courses has been consistently strong with an average of nearly 200 students enrolled each year. Additionally, MSUN recruiting staff frequently receive inquiries from prospective students as to the degree options available in psychology. In the development of this minor, several MSUN programs were consulted in regards to the prospective impact a psychology minor and specific psychology courses may have on their programs. In particular, the MSUN Department of Education has expressed a high demand for a psychology minor program that included a course offering in Adolescent Psychology. This Department anticipated that all students enrolled in an education major or minor would enroll in an Adolescent Psychology course. The MSUN Criminal Justice program has received several inquiries from its Major students seeking to enroll in a psychology minor. Currently, the MSUN Criminal Justice program requires its students to pass Abnormal Psychology; and MSUN Education and Health Promotion programs require students to pass Developmental Psychology for degree completion.

4. Institutional and System Fit

A. What is the connection between the proposed program and existing programs at the institution?

The proposed psychology minor will complement the ongoing cross-disciplinary activities of CEASN and COTS, by providing opportunities for all students regardless of major to learn about psychology. The psychology minor is specifically aligned with MSUNs majors to create an interdisciplinary opportunity for students to expand their knowledge and experiences in psychology as applied to nursing, criminal justice, business, education, communication studies, political science, health promotion, biology, community leadership, and technical programs. The minor shares MSUNs commitment to blend practical application within each course to support students in applying theoretical constructs to the real world.

B. Will approval of the proposed program require changes to any existing programs at the institution? If so, please describe.

Upon approval, it is proposed that MSUN add six new courses, all of which are currently listed in the MUS CCN course bank. The six additional psychology courses proposed include Social Psychology (PSYX 360), Industrial Organizational Psychology (PSYX 361), Multicultural Psychology (PSYX 362), Forensic Psychology (PSYX 382), Health Psychology (PSYX 383), Adolescent Psychology (PSYX 238), and Drugs and Society (PSYX 150). Each of these courses is further described in section 5A of this proposal.

C. Describe what differentiates this program from other, closely related programs at the institution (if appropriate).

No psychology or sociology programs are currently offered at MSUN. As such, a psychology minor offering at MSUN would be new and not closely-related to any other program at the institution.

D. How does the proposed program serve to advance the strategic goals of the institution?

In furtherance of MSUNs strategic goals, the proposed psychology minor will serve to promote retention of our diverse student population majoring in liberal arts, and professional and technical education programs.

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The content and instruction of the proposed course offerings will promote a student centered and culturally enriched environment that encourages lifelong learning, personal growth and responsible citizenship. Using the tenets of psychology and exploring and examining the human experience through the lens of psychology, students will develop a foundation in the aptly named “soft-skills” employers and University partners are seeking in MSUN graduates. The proposed psychology minor is responsive to local, regional, and state workforce needs, and offered in an atmosphere that promotes student success.

E. Describe the relationship between the proposed program and any similar programs within the Montana University System. In cases of substantial duplication, explain the need for the proposed program at an additional institution. Describe any efforts that were made to collaborate with these similar programs; and if no efforts were made, explain why. If articulation or transfer agreements have been developed for the substantially duplicated programs, please include the agreement(s) as part of the documentation.

MSUN is solely seeking to develop a psychology minor that will complement and enhance existing Bachelor degrees and programs. MSU-Bozeman, MSU-Billings, UM-Missoula, and UM-Western all offer Bachelor’s degrees and minors in psychology, and in some cases, Associates and Master’s degrees in psychology, as well. MSUN’s proposed psychology minor will not be competing with the degree programs offered by those universities. The purpose of the proposed minor is not to draw students away from those universities, but to provide MSUN students with additional minor options that complement and enhance their academic path by affording them an opportunity to specialize in the highly desirable field of psychology.

5. Program Details

A. Provide a detailed description of the proposed curriculum. Where possible, present the information in the form intended to appear in the catalog or other publications.

Upon approval, it is proposed that MSUN add six new courses, all of which are currently listed in the MUS CCN course bank. The six additional psychology courses proposed include Social Psychology (PSYX 360), Industrial Organizational Psychology (PSYX 361), Multicultural Psychology (PSYX 362), Forensic Psychology (PSYX 382), Health Psychology (PSYX 383), Adolescent Psychology (PSYX 238), and Drugs and Society (PSYX 150).

It is proposed that the psychology minor require 24 semester credit hours, consisting of 12 required credit hours and 12 credit hours from elective courses.

Course Number	Course	Status	Credits
Required Core Courses			
PSYX 100	Intro to Psychology	Required	3
PSYX 230	Developmental Psychology	Required	3
PSYX 360	Social Psychology**	Required	3
PSYX 361	Industrial Organization Psychology**	Required	3
Elective Courses (12 credits required)			
PSYX 340	Abnormal Psychology	Elective	3
PSYX 362	Multicultural Psychology**	Elective	3
PSYX 382	Forensic Psychology**	Elective	3
PSYX 383	Health Psychology**	Elective	3
PSYX 238	Adolescent Psychology**	Elective	3

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PSYX 150	Drugs & Society**	Elective	3
KIN 440	Sport Psychology	Elective	3

**** denotes a proposed new course to MSUN**

Social Psychology (PSYX 360)

Course Description: Social Psychologists focus on the theoretical and experimental investigations of social processes. They ask questions like: Why do we tend to conform when faced with social pressures from others? Are we adept at explaining and predicting people’s behaviors and attitudes? Are there strategies for improving our interpersonal relationships and reducing our stereotypes and prejudices? This course will help students develop the skills needed to think like a social psychologist. This course will cover social psychology’s history and its philosophical perspectives, as well as theories, methodologies, and experimental research. Students will learn how people interpret social situations, how different cultures engage in social interaction, how people think during social engagement, and the role of emotions in our social lives. Finally, this course will help students think more critically about issues in psychology and assist them in implementing what they learn in this course to their own life.

Learning Outcomes

1. Describe and explain what social psychologists do, as well as the major research methods and measures used in social psychology;
2. Apply the major social psychology findings to practical problems;
3. Critically evaluate published research in the area of social psychology;
4. Generate scientific hypotheses through synthesizing the research and theories of social psychology.

Industrial Organizational Psychology (PSYX 361)

Course Description: Industrial/Organizational Psychology is an applied science in which the ultimate objective of this discipline is to maximize both employee well-being and organizational effectiveness. This course will introduce students to the many important and interesting topics related to I/O Psychology. Many topics that are thought provoking, interesting, and applicable to students’ future experiences in the workplace will be covered.

Learning Outcomes

1. Students will be able to describe why psychologists study the behavior of workers and organizations, and how this study has contributed to both our understanding and practice of work.
2. Students will be able to apply psychological theories to analyze contemporary issues in the workplace.
3. Students will be able to critically evaluate published research in the area of industrial organizational psychology.
4. Students will be able to identify emerging areas of research, theory, and practice in industrial organizational psychology.

Multicultural Psychology (PSYX 362)

Course Description: This course is an introduction to the principles, theories, and applications of multicultural psychology. Students will learn the necessary multicultural competencies for effective work with children and adults from diverse backgrounds (i.e., culture, race, ethnicity, class, & gender) in multicultural environments (i.e., schools, community organizations, & workplaces). Students will also develop an understanding and valuing of

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diversity, based on the principles of awareness, knowledge, and skills as they relate to the areas of worldview, identity, and acculturation.

Learning Outcomes

1. Students will be able to describe and explain what multicultural psychology is, and what psychologists in this area do;
2. Students will be able to describe and explain the major research methods and measures used in multicultural psychology;
3. Students will be able to apply the major multicultural psychology findings to practical problems;
4. Students will be able to define the major concepts in multicultural psychology, and critically evaluate published research in this area.

Forensic Psychology (PSYX 382)

Course Description: The major goal of this course is to provide a broad overview and critical analysis of the field of forensic psychology and the variety of ways that mental illness interacts with the courts. Forensic psychology addresses the application of psychological research, methods, and expertise to issues that come before the legal system. Some topics include competency to stand trial, criminal responsibility, coerced treatment, mental health courts, drug courts, and eyewitness testimony. The discipline of forensic psychology has become extremely popular for students over the past two decades, in part because of TV programs addressing the topic such as: Law & Order, CSI, Criminal Minds, as well as a number high profile cases which captured the national media spotlight. A good understanding of forensic psychology will benefit students entering into a number of professions including: corrections, law enforcement, child/adult protective services, probation, mental health and healthcare fields, forensic sciences, and the legal system.

Learning Outcomes:

1. Students will be able to demonstrate a basic understanding of psychological principles as they relate to the legal system;
2. Students will be able to assess the strategies, including interviews and observations, used to solve problems related to forensic psychology;
3. Students will be able to describe the role of ethical behavior in promoting social change in a variety of settings;
4. Students will be able to explain the importance of diversity and multicultural issues when evaluating and intervening with forensic psychology populations.

Health Psychology (PSYX 383)

Course Description: This course will provide an overview of the growing field of health psychology, with particular attention to the biological, psychological, and social determinants of health. The course will also provide overviews of major illnesses for which psychologists can and do play a major role and will examine the tools and techniques that clinical health psychologists employ in medical settings.

Learning Outcomes:

1. Demonstrate knowledge and understanding of commonly used research methodologies in health psychology and epidemiology;
2. Demonstrate knowledge and understanding of the biopsychosocial view of health and will competently apply this conception to common chronic illness conditions;

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3. Demonstrate knowledge and understanding of the roles of psychological factors in health/illness promotion and will understand the roles of psychologists in the promotion of health.

Adolescent Psychology (PSYX 238)

Course Description: This course will present the major methods, theories, and themes of adolescent behavior and development (including cognitive development, social development, and physical development). This course will help students recognize adolescent themes in everyday life, critique media accounts, analyze research presented in scholarly journals, and develop an understanding of the impact of culture on adolescent physical and social development skills.

Learning Outcomes

1. Students will be able to explain the developmental theories and apply them in an analytical way to the world of adolescents;
2. Students will be able to critically analyze major theories which attempt to explain adolescent behavior, and write critically about themes in the lives of adolescents;
3. Students will be able to describe the relevance of racism, sexism, and other prejudices on adolescent development, demonstrate analytical skills to understand the impact of an individual's unique culture on adolescent development;
4. Students will be able to analyze social factors influencing the interpersonal attraction and sexual behavior in adolescence, apply concepts on the relationships between social settings and adolescent behavior;
5. Students will be able to communicate the understanding of how psychological principles can be applied to practical issues faced during adolescence.

Drugs and Society (PSYX 150)

Course Description: This course will help students become more informed about the factors that may underlie drug use and introduce them to historical and contemporary controversies surrounding drugs and society. There are many issues related to the use of drugs: Why people use them? How they affect people? How society responds to drug use? What can be done to prevent or terminate use? This course will address these topics by considering mind/psychology, body/pharmacology, and environment/sociology.

Learning Outcomes

1. Students will be able to identify and describe the various types and categories of drugs and their abuse;
2. Students will be able to explain the place drugs have in society;
3. Students will be able to assess the strategies used to solve problems related drugs and society.

B. Describe the planned implementation of the proposed program, including estimates of numbers of students at each stage.

The proposed psychology minor is intended to be launched Fall 2016. Marketing and student advising will begin Spring 2016 upon approval by the Montana Board of Regents. It is anticipated that 15 students will enroll in the minor the first year with enrollment reaching 45 students by the end of a four-year period.

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CURRICULUM PROPOSAL FORM

Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
15	20	30	35	45

6. Resources

A. Will additional faculty resources be required to implement this program? If yes, please describe the need and indicate the plan for meeting this need.

No, the implementation and operation of the program can be met with existing faculty resources.

B. Are other, additional resources required to ensure the success of the proposed program? If yes, please describe the need and indicate the plan for meeting this need.

No, the implementation and operation of the program can be met with existing resources.

7. Assessment

How will the success of the program be measured?

Program success will be documented initially by student enrollment numbers and growth in enrollment on an annual basis. Additionally, quality of instruction will be measured by course evaluations each semester as well as through student surveys completed upon graduation.

8. Process Leading to Submission

Describe the process of developing and approving the proposed program. Indicate, where appropriate, involvement by faculty, students, community members, potential employers, accrediting agencies, etc.

The process to develop this prospective psychology minor involved collaboration with several faculty members of MSUNs CEASN. This proposed minor was also discussed informally with the Chancellor in October 2015, who supported its submission.

Request for Inclusion in the General Education Core

Add to Category	Gen Ed Category	Area Description	Credits Required
	Category I	Communication	6
	Category II	Mathematics	3
	Category III	Natural Sciences with lab	6
PSYX 150	Category IV	Social Sciences/History	6
	Category V	Cultural Diversity	3
	Category VI	Fine Arts/Humanities	6
	Category VII	Technology	3

Course submitted for consideration:

College	Subject	Number	Title	Credits
CEASN	PSYX	150	Drugs & Society	3

Catalog Description:

This course will help students become more informed about the factors that may underlie drug use and introduce them to historical and contemporary controversies surrounding drugs and society. There are many issues related to the use of drugs: Why people use them? How they affect people? How society responds to drug use? What can be done to prevent or terminate use? This course will address these topics by considering mind/psychology, body/pharmacology, and environment/sociology.

Provide a detailed explanation; show evidence, and rationale meeting 80% of the objectives as directly related to the appropriate category I through IX for the proposed course inclusion.

Category IV - Social Sciences/History	PSYX 150 Drugs & Society
<ol style="list-style-type: none"> 1. Describe processes of continuity and change which have shaped events up to the present 2. Identify and describe the characteristics of major era in world history or international relations, or a distinct social movement, thereby providing a framework for comprehending aspects of human experience 3. Explain how human experiences give rise to movements, institutions, traditions, and ideas which have a subsequent influence 4. Analyze factors leading to the dominance, suppression, or acceptance of selected racial, gender, ethnic, class and religious groups 5. Analyze of the extent to which individuals, institutions, and/or traditions are able to influence events, making reference to illuminating examples 6. Use factual and interpretive information to analyze and draw conclusions on historical or political hypotheses in selected areas of the social sciences 	<ol style="list-style-type: none"> 1. This course will address the history of drug use and regulatory attempts in the United States and around the world. 2. We will explore sociological theories to explain drug use, drug users and the drug culture. 3. This course will examine the place drugs have in society and be able to assess the strategies used to solve problems related drugs and society 4. This course will discuss the relationship between drug use and racism/class conflict 6. This course will describe the policy implications of legal and illegal drugs, addiction biology, current treatment, and prevention regimens for a drug of abuse

Print Name <i>C. TALTAVULL</i>	Print Name
Submitter <i>C. Taltavull</i>	Chair/Dean: <i>[Signature]</i>
Signature	Date: <i>12/9/15</i> Signature (indicates "college" level approval)

COURSE REVISION FORM

NEW X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College MSU - NORTHERN Program Area Psychology Minor Date 11-23-15

Submitter *[Signature]* Dean *Carol A. Ruppelmeier* Date 12-9-15
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

This course is new course to MSUN, however, it is an established course within the MUS CCN system. This course has been identified as a required course in the proposed MSUN psychology minor to meet student demands, support existing bachelor degree majors, and provide a foundation in psychology for students who will enter the workforce or advanced degree programs.

Please provide the following information:

College: MSU - Northern
Program Area: Psychology Minor
Date: 11-23-15
Course Prefix & No.: PSYX 360

Course Title: Social Psychology
Credits: 3

Required by: Psychology Minor

Selective in:
Elective in:
General Education:

Lecture: 90 hours
Lecture/Lab:
Gradable Lab:
Contact hours lecture: 90 hours
Contact hours lab:

Current Catalog Description (include all prerequisites):
None, New Course

Proposed or New Catalog Description (include all prerequisites):

Social Psychologists focus on the theoretical and experimental investigations of social processes. They ask questions like: Why do we tend to conform when faced with social pressures from others? Are we adept at explaining and predicting people's behaviors and attitudes? Are there strategies for improving our interpersonal relationships and reducing our stereotypes and prejudices? This course will help students develop the skills needed to think like a social psychologist. This course will cover social psychology's history and its philosophical perspectives, as well as theories, methodologies, and experimental research. Students will learn how people interpret social situations, how different cultures engage in social interaction, how

people think during social engagement, and the role of emotions in our social lives. Finally, this course will help students think more critically about issues in psychology and assist them in implementing what they learn in this course to their own life.

Course Outcome Objectives:

1. Students will be able to describe and explain what social psychologists do, as well as the major research methods and measures used in social psychology;
2. Students will be able to apply the major social psychology findings to practical problems;
3. Students will be able to critically evaluate published research in the area of social psychology;
4. Students will be able to generate scientific hypotheses through synthesizing the research and theories of social psychology.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

Updated 09/29/05

COURSE REVISION FORM

NEW X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College MSU - NORTHERN Program Area Psychology Minor Date 11-23-15

Submitter *Stallone* Dean *Carol A. Ruffner* Date 12-9-15
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

This course is new course to MSUN, however, it is an established course within the MUS CCN system. This course has been identified as a required course in the proposed MSUN psychology minor to meet student demands, support existing bachelor degree majors, and provide a foundation in psychology for students who will enter the workforce or advanced degree programs.

Please provide the following information:

College: MSU - Northern
Program Area: Psychology Minor
Date: 11-23-15
Course Prefix & No.: PSYX 361

Course Title: Industrial Organizational Psychology
Credits: 3

Required by: Psychology Minor

Selective in:
Elective in:
General Education:

Lecture: 90 hours
Lecture/Lab:
Gradable Lab:
Contact hours lecture: 90 hours
Contact hours lab:

Current Catalog Description (include all prerequisites):
None, New Course

Proposed or New Catalog Description (include all prerequisites):

Industrial/Organizational Psychology is an applied science in which the ultimate objective of this discipline is to maximize both employee well-being and organizational effectiveness. This course will introduce students to the many important and interesting topics related to I/O Psychology. Many topics that are thought provoking, interesting, and applicable to students' future experiences in the workplace will be covered.

1. Students will be able to describe why psychologists study the behavior of workers and organizations, and how this study has contributed to both our understanding and practice of work.
2. Students will be able to apply psychological theories to analyze contemporary issues in the workplace.
3. Students will be able to critically evaluate published research in the area of industrial organizational psychology.
4. Students will be able to identify emerging areas of research, theory, and practice in industrial organizational psychology.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

Updated 09/29/05

COURSE REVISION FORM

NEW X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College MSU - NORTHERN Program Area Psychology Minor Date 11-23-15

Submitter *A. Attmelle* Dean _____ Date _____
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

This course is new course to MSUN, however, it is an established course within the MUS CCN system. This course has been identified as an elective course in the proposed MSUN psychology minor to meet student demands, support existing bachelor degree majors, and provide a foundation in psychology for students who will enter the workforce or advanced degree programs.

Please provide the following information:

College: MSU - Northern

Program Area: Psychology Minor

Date: 11-23-15

Course Prefix & No.: PSYX 362

Course Title: Multicultural Psychology

Credits: 3

Required by:

Selective in:

Elective in: Psychology Minor

General Education:

Lecture: 90 hours

Lecture/Lab:

Gradable Lab:

Contact hours lecture: 90 hours

Contact hours lab:

Current Catalog Description (include all prerequisites):

None, New Course

Proposed or New Catalog Description (include all prerequisites):

This course is an introduction to the principles, theories, and applications of multicultural psychology. Students will learn the necessary multicultural competencies for effective work with children and adults from diverse backgrounds (i.e., culture, race, ethnicity, class, & gender) in multicultural environments (i.e., schools, community organizations, & workplaces). Students will also develop an understanding and valuing of diversity, based on the principles of awareness, knowledge, and skills as they relate to the areas of worldview, identity, and acculturation.

Course Outcome Objectives:

1. Students will be able to describe and explain what multicultural psychology is, and what psychologists in this area do;
2. Students will be able to describe and explain the major research methods and measures used in multicultural psychology;
3. Students will be able to apply the major multicultural psychology findings to practical problems;
4. Students will be able to define the major concepts in multicultural psychology, and critically evaluate published research in this area.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

Updated 09/29/05

COURSE REVISION FORM

NEW X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College MSU - NORTHERN Program Area Psychology Minor Date 11-23-15

Submitter [Signature] Dean Carol A. Reyschmed Date 12-9-15
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

This course is new course to MSUN, however, it is an established course within the MUS CCN system. This course has been identified as an elective course in the proposed MSUN psychology minor to meet student demands, support existing bachelor degree majors, and provide a foundation in psychology for students who will enter the workforce or advanced degree programs.

Please provide the following information:

College: MSU - Northern
Program Area: Psychology Minor
Date: 11-23-15
Course Prefix & No.: PSYX 382

Course Title: Forensic Psychology
Credits: 3

Required by:

Selective in:
Elective in: Psychology Minor
General Education:

Lecture: 90 hours
Lecture/Lab:
Gradable Lab:
Contact hours lecture: 90 hours
Contact hours lab:

Current Catalog Description (include all prerequisites):
None, New Course

Proposed or New Catalog Description (include all prerequisites):

The major goal of this course is to provide a broad overview and critical analysis of the field of forensic psychology and the variety of ways that mental illness interacts with the courts. Forensic psychology addresses the application of psychological research, methods, and expertise to issues that come before the legal system. Some topics include competency to stand trial, criminal responsibility, coerced treatment, mental health courts, drug courts, and eyewitness testimony. The discipline of forensic psychology has become extremely popular for students over the past two decades, in part because of TV programs addressing the topic such as: Law & Order, CSI, Criminal Minds, as well as a number high profile cases which captured the national media

spotlight. A good understanding of forensic psychology will benefit students entering into a number of professions including: corrections, law enforcement, child/adult protective services, probation, mental health and healthcare fields, forensic sciences, and the legal system.

Course Outcome Objectives:

1. Students will be able to demonstrate a basic understanding of psychological principles as they relate to the legal system;
2. Students will be able to assess the strategies, including interviews and observations, used to solve problems related to forensic psychology;
3. Students will be able to describe the role of ethical behavior in promoting social change in a variety of settings;
4. Students will be able to explain the importance of diversity and multicultural issues when evaluating and intervening with forensic psychology populations.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

Updated 09/29/05

COURSE REVISION FORM

NEW X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College MSU - NORTHERN Program Area Psychology Minor Date 11-23-15

Submitter *CTA Howell* Dean *David A. Ruppner* Date 12-9-15
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

This course is new course to MSUN, however, it is an established course within the MUS CCN system. This course has been identified as an elective course in the proposed MSUN psychology minor to meet student demands, support existing bachelor degree majors, and provide a foundation in psychology for students who will enter the workforce or advanced degree programs.

Please provide the following information:

College: MSU - Northern
Program Area: Psychology Minor
Date: 11-23-15
Course Prefix & No.: PSYX 383

Course Title: Health Psychology
Credits: 3

Required by:

Selective in:
Elective in: Psychology Minor
General Education:

Lecture: 90 hours
Lecture/Lab:
Gradable Lab:
Contact hours lecture: 90 hours
Contact hours lab:

Current Catalog Description (include all prerequisites):
None, New Course

Proposed or New Catalog Description (include all prerequisites):

This course will provide an overview of the growing field of health psychology, with particular attention to the biological, psychological, and social determinants of health. The course will also provide overviews of major illnesses for which psychologists can and do play a major role and will examine the tools and techniques that clinical health psychologists employ in medical settings.

Course Outcome Objectives:

1. Students will be able to demonstrate knowledge and understanding of commonly used research methodologies in health psychology and epidemiology;
2. Demonstrate knowledge and understanding of the biopsychosocial view of health and will competently apply this conception to common chronic illness conditions;
3. Demonstrate knowledge and understanding of the roles of psychological factors in health/illness promotion and will understand the roles of psychologists in the promotion of health.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

Updated 09/29/05

COURSE REVISION FORM

NEW X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College MSU - NORTHERN Program Area Psychology Minor Date 11-23-15

Submitter *CAutanel* Dean _____ Date _____
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

This course is new course to MSUN, however, it is an established course within the MUS CCN system. This course has been identified as an elective course in the proposed MSUN psychology minor to meet student demands, support existing bachelor degree majors, and provide a foundation in psychology for students who will enter the workforce or advanced degree programs.

Please provide the following information:

College: MSU - Northern

Program Area: Psychology Minor

Date: 11-23-15

Course Prefix & No.: PSYX 238

Course Title: Adolescent Psychology

Credits: 3

Required by:

Selective in:

Elective in: Psychology Minor

General Education:

Lecture: 90 Hours

Lecture/Lab:

Gradable Lab:

Contact hours lecture: 90 Hours

Contact hours lab:

Current Catalog Description (include all prerequisites):

None, New Course

Proposed or New Catalog Description (include all prerequisites):

This course will present the major methods, theories, and themes of adolescent behavior and development (including cognitive development, social development, and physical development). This course will help students recognize adolescent themes in everyday life, critique media accounts, analyze research presented in scholarly journals, and develop an understanding of the impact of culture on adolescent physical and social development skills.

1. Students will be able to explain the developmental theories and apply them in an analytical way to the world of adolescents;
2. Students will be able to critically analyze major theories which attempt to explain adolescent behavior, and write critically about themes in the lives of adolescents;
3. Students will be able to describe the relevance of racism, sexism, and other prejudices on adolescent development, demonstrate analytical skills to understand the impact of an individual's unique culture on adolescent development;
4. Students will be able to analyze social factors influencing the interpersonal attraction and sexual behavior in adolescence, apply concepts on the relationships between social settings and adolescent behavior;
5. Students will be able to communicate the understanding of how psychological principles can be applied to practical issues faced during adolescence.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

Updated 09/29/05

COURSE REVISION FORM

NEW X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College MSU - NORTHERN Program Area Psychology Minor Date 11-23-15

Submitter *Stautner* Dean _____ Date _____
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

This course is new course to MSUN, however, it is an established course within the MUS CCN system. This course has been identified as an elective course in the proposed MSUN psychology minor to meet student demands, support existing bachelor degree majors, and provide a foundation in psychology for students who will enter the workforce or advanced degree programs.

Please provide the following information:

College: MSU - Northern

Program Area: Psychology Minor

Date: 11-23-15

Course Prefix & No.: PSYX 150

Course Title: Drugs & Society

Credits: 3

Required by:

Selective in:

Elective in: Psychology Minor

General Education: Yes

Lecture: 90 hours

Lecture/Lab:

Gradable Lab:

Contact hours lecture: 90 hours

Contact hours lab:

Current Catalog Description (include all prerequisites):

None, New Course

Proposed or New Catalog Description (include all prerequisites):

This course will help students become more informed about the factors that may underlie drug use and introduce them to historical and contemporary controversies surrounding drugs and society. There are many issues related to the use of drugs: Why people use them? How they affect people? How society responds to drug use? What can be done to prevent or terminate use? This course will address these topics by considering mind/psychology, body/pharmacology, and environment/sociology.

Course Outcome Objectives:

1. Students will be able to identify and describe the various types and categories of drugs and their abuse;
2. Students will be able to explain the place drugs have in society;
3. Students will be able to assess the strategies used to solve problems related drugs and society.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

Updated 09/29/05

May 19-20, 2016

ITEM 171-2803-R0516

Request for Authorization to Offer a Bachelor of Arts in Native American Studies

THAT

The Montana Board of Regents grant Montana State University Northern permission to offer a Bachelor of Arts in Native American Studies.

EXPLANATION

A Bachelor's Degree in Native American Studies at MSU Northern will focus on the critical intersections of race, indigenous identity, contemporary issues, cultural traditionalism, and social movements among American Indian, Native North American, and comparative global indigenous nations. On the MSU Northern campus itself, one of the over-riding sensations of the Native student population is one of invisibility. Currently, the shortfall in culturally relevant course offerings and lack of BA in Native American Studies only helps to promote that sensation even among those Native students who are pursuing other degree choices, a strong Native American Studies Program on campus helps to alleviate this sensation of invisibility.

ATTACHMENTS

Academic Proposal Request Form
Curriculum Proposal Form
Attachment 1 – Course Forms

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Item Number: **171-2803-R0516**

Meeting Date: **May 19-20, 2016**

Institution: **Montana State University Northern**

CIP Code: **05.0202**

Program Title: **Bachelor Arts in Native American Studies**

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit the [Academic, Research and Student Affairs Handbook](#).

A. Notifications:

Notifications are announcements conveyed to the Board of Regents at the next regular meeting.

1a. Placing a program into moratorium (Document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)

1b. Withdrawing a program from moratorium

2. Intent to terminate an existing major, minor, option or certificate – Step 1 (Phase I Program Termination Checklist)

3. Campus Certificates, CAS/AAS-Adding, re-titling, terminating or revising a campus certificate of 29 credits or less

4. BAS/AA/AS Area of Study

B. Level I:

Level I proposals are those that may be approved by the Commissioner of Higher Education. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the Board.

1. Re-titling an existing major, minor, option or certificate

2. Adding a new minor or certificate where there is a major or an option in a major (Curriculum Proposal Form)

3. Revising a program (Curriculum Proposal Form)

4. Distance or online delivery of an existing degree or certificate program

5. Terminating an existing major, minor, option or certificate – Step 2 (Completed Program Termination Checklist)

Temporary Certificate or AAS Degree Program

Approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the proposal to go through the normal Level II Proposal approval process.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

 C. Level I with Level II Documentation:

This type of proposal may go to the Board as a Level I item if all Chief Academic Officers are in agreement. If consensus among the Chief Academic Officers is not reached, however, the item will go to the Board as a Level II request.

 1. Adding an option within an existing major or degree (Curriculum Proposal Form)

 2. Consolidating existing programs and/or degrees (Curriculum Proposal Form)

X **D. Level II:**

Level II proposals require approval of the Board of Regents. These requests will go to the Board in a two-meeting format, the first being as informational and the second as action.

 1. Re-titling a degree (ex. From B.A. to B.F.A)

 2. Adding a new minor or certificate where there is no major or option in a major (Curriculum Proposal Form)

X **3. Establishing a new degree or adding a major or option to an existing degree** (Curriculum Proposal Form)

 4. Forming, eliminating or consolidating a college, division, school, department, institute, bureau, center, station, laboratory or similar unit (Curriculum Proposal Form or Center Proposal Form, except when eliminating or consolidating)

 5. Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit

Specify Request:

The request is to create a Bachelor of Arts in Native American Studies at Montana State University Northern and incorporates several new course offerings into the program.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

1. Overview

**PROPOSAL FOR A BACHELOR OF ARTS IN NATIVE AMERICAN STUDIES AT MONTANA STATE UNIVERSITY
NORTHERN**

Located deep in what was originally Blackfoot territory, and sitting just 40 miles from the US/Canada border, Montana State university – Northern has the highest per capita number of Native American undergraduate students than any campus in the entire state. With 12% of the registered student body declared as Native American this ranks MSU-Northern 8th highest nationally. Within that student body we have a broadly dispersed indigenous population representing twenty (20) indigenous nations and six (6) states, with Native students from as far afield as Arizona and Alaska. Many of the students are members of the diverse local indigenous communities, whose cultural, political, and familial identities stretch far across the Hi-Line and intersect the national borders. As such, a Bachelor of Arts degree, and expanded minor, in Native American Studies at MSU-Northern is imperative. This major will prepare students in a range of methodologies, theories, technologies, and teaching approaches to indigeneity and indigenous studies that complements a thorough undergraduate education.

Specifically, an undergraduate major in Native American Studies is designed to assist students in preparing for graduate schools or careers in a variety of pursuits. Career opportunities exist in agencies such as Indian Health Services, the Bureau of Indian Affairs, Bureau of Indian Education, tribal government, Border Patrol, and their parallel agencies in other states and countries, (e.g. Canada) along with international affairs in the indigenous agencies of the United Nations, and related non-governmental organizations, non-profit organizations in indigenous communities, and pre-legal preparation for work in indigenous law. A Bachelor's Degree in Native American Studies also provides critical indigenous perspectives for students seeking employment in industries such as public and business administration, education, public relations, marketing, politics, criminal justice, and government, where critical relationships with Native American, First Nations, and other indigenous communities, especially along the indigenous Hi-Line, exist. Many of these fields are growth areas along the indigenous Hi-Line, as are tribal government positions.

For many students, Native American Studies is an ideal major that presents a critical and intellectual foundation for gaining one vantage point from which to grasp the complexities of our contemporary global challenges, cultural and political theories as to their causes, and their historical antecedents.

2. Provide a one paragraph description of the proposed program. Be specific about what degree, major, minor or option is sought.

The proposed program is a new Bachelor of Arts in Native American Studies, as well as an expanded minor in the same program. A Bachelor's Degree in Native American Studies at MSU – Northern focuses on the critical intersections of race, indigenous identity, contemporary issues, cultural traditionalism, and social movements among American Indian, Native North American, and comparative global indigenous nations.

3. Need

A. To what specific need is the institution responding in developing the proposed program?

On the MSU-Northern campus itself, one of the over-riding sensations of the Native student population is one of invisibility, as was borne out in the student interviews conducted as part of the \$1.9m NASNTI grant application process. Currently, the shortfall in culturally relevant course offerings and lack of a BA in Native American Studies only helps to promote that sensation> even among those Native students who are pursuing

Montana Board of Regents
CURRICULUM PROPOSAL FORM

other degree choices, a strong NAS Program on campus helps to alleviate this sensation of invisibility. Quite often, it is this feeling of invisibility that causes Native students to drop out or transfer to other college communities. Multiple national surveys, from organizations such as the American Indian College Fund, National Indian Education Association, and the 2014 White House Native Youth Report, and October 2015 White House Initiative on Native American and Alaska Native Education have directly linked cultural relevancy, or lack thereof, in Higher Education with Native student retention and graduation success. More locally, Montana State “recognizes the distinct and unique cultural heritage of the American Indians, and is committed in its educational goals to the preservation of their cultural integrity,” through Indian Education For All, while the Montana Board of Regents’ Policy 1902 – Minority Achievement (1999) states as follows:

“A. The board of regents (BOR) recognizes the desirability for campus environments to promote multicultural diversity and for the participation and achievement of American Indian and other minority students to be, at a minimum, equal to their representation in the state’s population. To that end, the board pledges its cooperation with the board of public education, the office of public instruction, American Indian tribal colleges, and other American Indian and minority entities within the state and adopts the following goals for higher education in Montana:

1. To enroll and graduate American Indians and other minorities in proportion to their representation in the state’s population. In measuring the outcome of this goal it is expected that the students would originate from the state of Montana and that the proportional representation would apply both at the undergraduate and graduate levels. Further, it is expected that the minority students would have comparable levels of achievement with non-minority students.
2. To increase the employment of American Indians and other underrepresented minorities in administrative, faculty and staff positions to achieve representation equal to that of the relevant labor force.
3. To enhance the overall curriculum by infusion of content which enhances multicultural awareness and understanding.

In essence, IEFA recognizes, honors, and mandates appropriate education relating to American Indians for all Montana students, from preschool through college, regardless of race or ethnicity.”

Currently, under IEFA, the Native American Studies Minor at Montana State University-Northern chronically underserves our student body and offers a very limited number of course offerings. The limited number and focus of these courses is problematic for several reasons. First, they limit the options of the student body to the very basic requirements for understanding the unique historical, cultural, and political frameworks of America’s indigenous peoples. Second, they restrict the growth of the NAS program as many Native students transferring from tribal colleges have already taken these same courses as part of their Associates Degrees, and therefore have no available options at MSU-Northern to broaden their intellectual journey into indigenous knowledge and experiences. Third, the limited number of offered courses coupled with the requirement of students to take NAS courses as Cultural Diversity subjects restricts the availability of the NAS minor as an option, because these courses cannot be duplicated as both Gen Ed. and NAS options. Fourth, and perhaps most importantly, the limited scope of the course offerings fail to take advantage of the unique space that MSU-Northern occupies as a campus squarely in the middle of the indigenous Hi-Line. We have both a Native museum and are also geographically close to several reservations and indigenous communities on both sides of the US/Canadian border.

Statistical data from a recent National Indian Education Association study revealed that 84% of all American Indian/Alaska Native students with a 4 year college degree gain full-time employment, with an average income of \$38,100, while currently only 0.6% of American Indian students actually graduate with a four year

Montana Board of Regents
CURRICULUM PROPOSAL FORM

degree. This is significant in terms of successful potential job placement for MSU-N Native American Studies graduates, and specifically in recruitment strategies for culturally sensitive agencies such as the Bureau of Indian Affairs, Bureau of Indian Education, Indian Health Service, Border Patrol, law enforcement, and tribal government positions. As, according to the same survey, 29% of American Indians currently live in poverty, the need for more culturally relevant educational opportunities such as a Native American Studies BA in state universities such as MSU-N is imperative for the continued employment growth and financial stability of the indigenous Hi-Line communities.

B. How will students and any other affected constituencies be served by the proposed program?

The proposed change to a major, and the additional new courses available, reflect the growing influence of Native Studies as a rigorous intellectual branch of the Humanities, and will increase the scale and scope of student knowledge into a significantly important, but currently under-represented, subject area. The degree would offer increased learning options to current and incoming students, from both Native and non-Native populations, and also seek to reflect the unique cultural space that MSU-Northern occupies. The additional change requiring a NASX 105 Prerequisite to Federal Indian Law will better prepare students to comprehend the legal issues of indigeneity by having a broad cultural understanding when they enter the course. Also, by increasing the Minor requirement from 21 credits to 30 credits, the changes will help those non-Major seeking students with an interest in Native American Studies carry that interest into a more enhanced framework of cultural understanding.

C. What is the anticipated demand for the program? How was this determined?

There is an anticipated growth of students enrolling in the major and expanded minor degree from current students already enrolled at MSU-northern, and future students from the surrounding area and tribal colleges. Each of the administrations at the varying colleges have expressed a desire to see a 4 year BA in NAS at MSU-Northern as have their students. Current and former MSUN students, including the Northern Native Alumni Association, have also expressed the same desire. Indeed, each of the inaugural board members of the Native Alumni Association has expressed their regret that such an option was not available while they were undergraduate students. Also, taking into account the recent award of a \$1.9m NASNTI grant aimed at improving and increasing American Indian students' retention and bachelor's degree completion rates, there is, and will be, a greater focus on Native American Studies on campus. The increased course offerings will also drive course enrollment upwards. Whereas currently the same courses are offered on an annual basis, and are thus readily available at any point during a four year degree cycle, the increased course load will mean that the classes are now rotated in a two year cycle. This rotation will provide a manageable degree teaching and learning workload, while ensuring that enrollment numbers increase.

4. Institutional and System Fit

A. What is the connection between the proposed program and existing programs at the institution?

Native American Studies fits well with many other programs at MSU-Northern and in particular, Liberal Studies, Criminal Justice, Social Sciences, and Community Leadership. A Bachelor's Degree in NAS offers a compelling educational alternative to those students who wish to take a minor in any of these subject areas.

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CURRICULUM PROPOSAL FORM

B. Will approval of the proposed program require changes to any existing programs at the institution? If so, please describe.

Approval of this program will require NO changes to any existing programs at MSU-Northern other than Native American Studies.

C. Describe what differentiates this program from other, closely related programs at the institution (if appropriate).

There are no other closely related programs at MSU – Northern, and that is why the expansion of the NAS minor to a Major is of paramount importance, as the student population is currently being underserved.

D. How does the proposed program serve to advance the strategic goals of the institution?

A Bachelor of Arts Degree in Native American Studies at MSU-Northern perfectly reflects the institutional mission statement which declares that, “the university promotes a student centered and culturally enriched environment endorsing lifelong learning, personal growth and responsible citizenship.” Coupled with the vision of the recent awarded \$1.9 NASNTI grant to “improve retention and double our 6 year completion rate of a bachelor’s degree for our American Indian students from 12.55% to 25%,” a broader offering of courses that connect with the indigenous worldviews and cultural frameworks of the Hi-Line population will serve to enrich, enhance, and embrace the intellectual growth, stimulation, and retention of the Native and non-Native student population.

E. Describe the relationship between the proposed program and any similar programs within the Montana University System. In cases of substantial duplication, explain the need for the proposed program at an additional institution. Describe any efforts that were made to collaborate with these similar programs; and if no efforts were made, explain why. If articulation or transfer agreements have been developed for the substantially duplicated programs, please include the agreement(s) as part of the documentation.

Currently, the only other NAS major in the state is offered by the University of Montana, which has a Native American/Alaska Native student population of 2.9%. While several of the courses on offer at UM are duplicated in this proposal, they are the standard course offerings that are also made elsewhere, such as the NAS Minor at MSU – Billings (4% Native American/Alaska Native student population) and NAS Minor at MSU – Bozeman (2% Native American/Alaska Native student population). What each of these institutions currently offer students that MSU-N does not is a diverse choice of course offerings. Among the expanded course offerings contained within this proposal are several courses which are not currently offered at any other institution in the state and reflect the unique cultural space that MSU-N occupies. As a campus with a 12% Native American/Alaska Native student population, and a museum housing a substantial collection of Plains Indian material exhibits and artifacts, as well as being the closest Montana State University campus to the Canadian border, a Bachelor of Arts in Native American Studies at Montana State University – Northern will offer a diverse and eclectic interpretation of Native American Studies that reflects life along the indigenous Hi-Line.

5. Program Details

A. Provide a detailed description of the proposed curriculum. Where possible, present the information in the form intended to appear in the catalog or other publications. NOTE: In the case of two-year degree

Montana Board of Regents
CURRICULUM PROPOSAL FORM

programs and certificates of applied science, the curriculum should include enough detail to determine if the characteristics set out in Regents’ Policy 301.12 have been met.

Please see the attached Program Revision Form. The proposed curriculum includes six (6) new courses in addition to those already being offered. The current faculty has experience of teaching these courses in previous institutions. The new courses will be integrated into the existing curriculum and rotated on a two year cycle, so that every course offered will be available at least twice during every student 4 year degree period. The complete list of course offerings is as follows:

PROGRAM REQUIREMENTS CREDITS

CORE REQUIREMENTS – NINE (9) CREDITS

- NASX 105 Intro to Native American Studies. 3
- NASL 120 Native American Language I. 3
- NASX 232 Montana Indians: Cultures, Histories & Current, Issues 3

AT LEAST NINE (9) CORE OPTION CREDITS FROM POSSIBLE 18

- NASX 2-- Indigenous Research Methodologies 3
- NASX 360 Indigenous Cinema 3
- NASX 376 Federal Indian Law (Prereq of NASX 105) 3
- NASX 3--- Native American Women 3
- NASX 3-- American Indian Activism: Red Power & Indigenous Activism 3
- NASX 3-- Indigenous Northern Borderlands 3

MAJOR SPECIFIC ELECTIVES - AT LEAST TWENTY ONE (21) CREDITS FROM POSSIBLE 39

- NASL 121 Native American Language II 3
- NASX 2-- Native Museum Studies 3
- NASX 235 Oral & Written Traditions of Native Americans 3
- NASX 310 Native Cultures of North America 3
- NASL 331 American Indian Literature 3
- NASX 3-- Native American Music 3
- NASX 3-- History of American Indian Education 3
- NASX 3-- Comparative Indigenous Activism 3

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CURRICULUM PROPOSAL FORM

NASX 439	American Indian Art	3
NASX 450	History of American Indians	3
NASX 4--	Native American Senior Research Capstone (Prereq. NASX 2—Indigenous Methods)	3
NASX ---	Independent Study 3 (available at 200,300, & 400 levels)	

MINIMUM NAS MAJOR Credits 45

Gen Ed Requirements

College Writing 3

Fundamentals of Speech 3

Math/STAT 3

Natural Sciences 6

Social Sciences 6

Humanities/Fine Arts 6

Cultural Diversity 3

Technology 3

TOTAL Gen Ed Credits 33

Minor 18-30

Electives 24-36

Total Credits 120

B. Describe the planned implementation of the proposed program, including estimates of numbers of students at each stage.

The program will begin in Fall 2016 with an estimated 10-15 students enrolling, and is intended to grow incrementally once knowledge and experience of the program becomes wider on the campus and in surrounding schools and tribal colleges.

6. Resources

A. Will additional faculty resources be required to implement this program? If yes, please describe the need and indicate the plan for meeting this need. Beyond the current full-time instructional faculty and available adjunct instructors on file, there is potentially no immediate need for additional faculty resources, although

Montana Board of Regents
CURRICULUM PROPOSAL FORM

an ideal situation would be to make at least one adjunct full-time. If enrollment in the major requires additional courses to be added to the usual semester offerings, there are enough available adjunct faculty to absorb the added teaching load.

- B. Are other, additional resources required to ensure the success of the proposed program? If yes, please describe the need and indicate the plan for meeting this need.** While there are no specific resources required to ensure the success of the program, the program faculty will work closely with the director, staff and tutors who will be working on Native student retention and completion under the NASNTI grant to create a more holistic learning experience for NAS students on campus.

7. Assessment

How will the success of the program be measured?

Success of the program will be measured in terms of enrollment, graduation and post-graduate employment/continued education. It is the intention of the program faculty to ensure that once enrolled, students remain with the NAS major until completion.

8. Process Leading to Submission

Describe the process of developing and approving the proposed program. Indicate, where appropriate, involvement by faculty, students, community members, potential employers, accrediting agencies, etc.

As previously stated within this document, there is a clear need for a BA in Native American Studies at Montana State University – Northern. This has been reflected in comments and concerns from past, present, and potentially future students and faculty at the institution and surrounding tribal colleges. Consultation has also taken place with many of the senior administrative members of the MSU-N campus, including the Deans of Arts & Sciences and Extended University, the Provost and the Chancellor. Each of the Presidents of the neighboring tribal colleges, at Stone Child, Aaniiih Nakoda, Fort Peck and Blackfeet Community Colleges, have expressed their support for a BA in Native American Studies at MSU-Northern, as have local tribal and law enforcement administrators. The program proposal will now be sent through the internal checking services at Montana State University – Northern before making its way through the Montana state system. Letters of support from concerned agencies and organizations are included.

PROGRAM/DEGREE REVISION FORM

NEW DROPPED MAJOR REVISION FOR INFORMATION ONLY

College Arts & Sciences Program Area Native American Studies Date 11/15/15

Submitter [Signature] Dean Carol A. Reinhard Date 12-11-15

Signature

Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s).

As per the Curriculum revision sheet, this is a proposed extension of the current NAS minor to include more intellectually vigorous and regionally focused course material.

Please provide in the space below a "before and after" picture of the program with the changes in the program noted. Attach appropriate Course Revision Forms. Please indicate changes by shading the appropriate cells.

PROPOSAL TITLE BA in Native American Studies (Add new course offerings)

**Current Program listed
in 15-16 Catalog**

		NO EXISTING MAJOR	

**Proposed Program
for 16-17 Catalog**

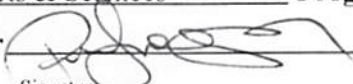
Course Prefix	#	Course Title	Gen-Ed Credits	Degree Credits
		CORE REQUIREMENTS		9
NASX	120	Native American Language I	Cat V	3
NASX	105	Intro to Native American Studies	Cat V	3
NASX	232	Montana Indians: Cultures, Histories & Current, Issues	Cat V	3
		CORE OPTIONS – AT LEAST 9 credits		9-15
NASX	2—	Indigenous Research Methodologies	Cat V	3
NASX	360	Indigenous Cinema		3
NASX	376	Federal Indian Law (Prereq. NASX 105)		3
NASX	3--	Native American Women <i>remove</i>		3
NASX	3--	American Indian Activism: Red Power & Indigenous Activism		3
NASX	4--	Indigenous Northern Borderlands		3
		MAJOR SPECIFIC ELECTIVES (AT LEAST 21 credits)		21-27
NASX	121	Native American Language II		3
NASX	2--	Native Museum Studies	Cat V	3
NASX	235	Oral & Written Traditions of Native Americans		3
NASX	340	American Indian Literature		3
NASX	310	Native Cultures of North American	Cat V	3
NASX	3--	Native North American Music		3
NASX	3--	History of American Indian Education <i>remove</i>		3
NASX	450	History Of American Indians		3
NASX	3--	Comparative Indigenous Activism		3
NASX	439	American Indian Art		3
NASX		Independent Study (200/300/400 level)		3
NASX	4--	Native Studies Senior Research Capstone (Prereq. NASX 2— Indigenous Methods)		3
		MINIMUM Total Credits		45

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

PROGRAM/DEGREE REVISION FORM

NEW ___ DROPPED ___ MAJOR REVISION X FOR INFORMATION ONLY ___

College Arts & Sciences Program Area Native American Studies Date 11/15/15

Submitter  Dean Carol A. Reitzel Date _____
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s).

As per the Curriculum revision sheet, this is a proposed extension of the current NAS minor to include more intellectually vigorous and regionally focused course material.

Please provide in the space below a "before and after" picture of the program with the changes in the program noted. Attach appropriate Course Revision Forms. Please indicate changes by shading the appropriate cells.

PROPOSAL TITLE BA in Native American Studies (Add new course offerings)

**Current Program listed
in 15-16 Catalog**

		NO EXISTING MAJOR	

**Proposed Program
for 16-17 Catalog**

Course Prefix	#	Course Title	Gen-Ed Credits	Degree Credits
		CORE REQUIREMENTS		9
NASX	120	Native American Language I	Cat V	3
NASX	105	Intro to Native American Studies	Cat V	3
NASX	232	Montana Indians: Cultures, Histories & Current, Issues	Cat V	3
		CORE OPTIONS – AT LEAST 6 credits		6-15
NASX	2--	Indigenous Research Methodologies	Cat V	3
NASX	360	Indigenous Cinema		3
NASX	376	Federal Indian Law (Prereq. NASX 105)		3
NASX	3--	American Indian Activism: Red Power & Indigenous Activism		3
NASX	4--	Indigenous Northern Borderlands		3
		MAJOR SPECIFIC ELECTIVES (AT LEAST 21 credits)		21-27
NASX	121	Native American Language II		3
NASX	2--	Native Museum Studies	Cat V	3
NASX	235	Oral & Written Traditions of Native Americans		3
NASX	331	American Indian Literature		3
NASX	310	Native Cultures of North American	Cat V	3
NASX	3--	Native North American Music		3
NASX	450	History Of American Indians		3
NASX	3--	Comparative Indigenous Activism		3
NASX	439	American Indian Art		3
NASX		Independent Study (200/300/400 level)		3
NASX	4--	Native Studies Senior Research Capstone (Prereq. NASX 2-- Indigenous Methods)		3
		MINIMUM Total Credits		45

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

Updated 09/29/05

COURSE REVISION FORM

NEW X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College Arts & Sciences Program Area Native American Studies Date 11/18/15

Submitter  Signature _____ Dean Carol A. Repzhrad Date 12-11-15
Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

New core course as part of NAS major/minor as per Curriculum Proposal form

Please provide the following information:

College: Arts & Sciences
Program Area: Native American Studies
Date: 11/18/2015
Course Prefix & No.: NASX 2--

Course Title: Indigenous Research Methodologies
Credits: 3

Required by: NAS Minor

Selective in:
Elective in:
General Education: Category V

Lecture: X
Lecture/Lab:
Gradable Lab:
Contact hours lecture: 3
Contact hours lab:

Current Catalog Description (include all prerequisites):

Proposed or New Catalog Description (include all prerequisites):

This course examines Indigenous ethics including values and norms of indigenous communities and a connectedness of self to others. An examination of research protocol for entering the field, understanding community structure, and limits to data collection will be covered.

Course Outcome Objectives:

- To explore research methods from Indigenous perspectives that include: Academia, Aboriginal communities, and the Self.
- Case studies examine how the above trio are applied in numerous disciplines when working with and by Indigenous peoples.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

Request for Inclusion in the General Education Core

Add to Category	Gen Ed Category	Area Description	Credits Required
	Category I	Communication	6
	Category II	Mathematics	3
	Category III	Natural Sciences with lab	6
	Category IV	Social Sciences/History	6
X	Category V	Cultural Diversity	3
	Category VI	Fine Arts/Humanities	6
	Category VII	Technology	3

Course submitted for consideration:

College	Subject	Number	Title	Credits
	NASX	2--	Indigenous Research Methods	3

Catalog Description:

Provide a detailed explanation; show evidence, and rationale meeting 80% of the objectives as directly related to the appropriate category I through IX for the proposed course inclusion.

<p>This meets more than 80% of the Category V Gen Ed requirement in the following ways: By examining Indigenous ethics including values and norms of indigenous communities and a connectedness of self to others, the course meets the requirement to “describe an compare political, socio-economic, philosophical-spiritual, historic, scientific and literary-creative perspectives of various ethnic groups or cultures.” This is further reinforced by the course requirement of examining of research protocol for entering the field, understanding community structure, and limits to data collection will be covered.</p> <p>Within that framework, the course also expects students to explore research methods from Indigenous perspectives that include: Academia, Aboriginal communities, and the Self, by using case studies which examine how the above trio is applied in numerous disciplines when working with and by Indigenous peoples. This will allow students to meet the Cat V requirements of analyzing “social structures and human behaviours of ethnic groups and cultures.”</p>	<p>Overall within this interaction with indigenous research methods and community ideas of self, students will be exposed to “how generalizations are developed and how stereotyping and prejudice are being addressed currently and historically.”</p> <p>The sole focus of the course is to learn how best to engage with and write about indigenous communities, which make it a perfect fit for a Category V classification.</p>
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Print Name <i>Prof. McKeon-Jones</i>	Print Name <i>Carola A. Reifschneider</i>	
Submitter <i>[Signature]</i>	Chair/Dean: <i>Carola A. Reifschneider</i>	Date: <i>12-11-15</i>
Signature <i>[Signature]</i>	Signature (indicates "college" level approval)	

NASX 2-

Indigenous Research Methodologies

Instructor: Dr. Paul McKenzie-Jones
TIME/PLACE 1 – 1.50 M, W, F – Cowan 112
Office Hours: By appointment/Drop-In
Email: paul.mckenziejones@msun.edu
Twitter: @NASXProf_PMJ

Course Description: This course examines Indigenous ethics including values and norms of indigenous communities and a connectedness of self to others. An examination of research protocol for entering the field, understanding community structure, and limits to data collection will be covered.

Course Objectives:

- To explore research methods from Indigenous perspectives that include: Academia, Aboriginal communities, and the Self.
- Case studies examine how the above trio are applied in numerous disciplines when working with and by Indigenous peoples.

Required Reading:

Yellow Bird, Michael, *For Indigenous Eyes Only: A Decolonization Handbook*
Yellow Bird, Michael, *For Indigenous Minds Only: A Decolonization Handbook*
Mihesuah, Devon, *Natives and Academics: Researching and Writing about American Indians*

Course Administrative Issues

Accommodation: At MSU-Northern, students with physical or learning disabilities are provided with a variety of services, as directed by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). In order to access these services, students are asked to provide documentation of their disability and meet with Ligia Arango. During the meeting, they will be registered for Disability Services and will discuss the ways in which our program can be effective in meeting their individual needs. For further info. please visit <https://www.msun.edu/stuaffairs/disabilityserv/>

Attendance: Attendance is a minimum mandatory requirement of the class if you wish to succeed. Absences will only be excused if notified beforehand and for reasonable reasons. Continued or excessive absence from the class will result in either withdrawal or a failing grade.

Student Conduct: Each student has a responsibility to themselves, their colleagues, and whoever pays their enrollment fees to ensure that an atmosphere conducive to learning is maintained at all times in the classroom. Laptops are allowed in class for the **SOLE PURPOSE** of note taking. This means that disruptive behavior such as web browsing, cell-phone use, texting, iPod/MP3 listening, newspaper/magazine reading, and social conversations, should be reserved for periods of free time outside of the lecture. **DO NOT** bring homework/assignments for other classes into this one. Cell phones must be on silent/vibrate and Internet browsers on laptops must be closed. Continued defiance of these rules will result in your expulsion from the class and the banning of laptops for the remainder of the semester. Students should refrain from leaving the classroom early without informing me beforehand. Students must also refrain from packing up materials and belongings until the lecture is over as indicated by the instructor. Each classroom expulsion will result in a mark of absence against your name.

Academic Integrity & Plagiarism: Academic Integrity is required at all times, and is a basic duty of honor as a student at the university. Academic integrity means honesty and responsibility in scholarship. Students and faculty alike must obey rules of honest scholarship, which means that all academic work should result from an individual's own efforts. Intellectual contributions from others must be consistently and responsibly acknowledged. Academic work completed in any other way is fraudulent. Plagiarism is a serious offence and will not be tolerated. All work submitted to this course must be your own. Section 600 of the MSUN Policy Manual explains the rules in full and can be found at <http://www.msun.edu/admin/policies/600/601-2.aspx>

Preparation: You are expected to arrive for class fully prepared for the day's subject matter. This means completing all required reading beforehand and being ready to engage with the material in a proactive manner. Asking questions and discussing the materials will enable you to absorb, understand, and interpret, the information presented far more easily. You should come to class prepared to engage in the lecture rather than merely be a passive observer. Ask questions if there is an issue you may not understand, but please refrain from making comments that bear no relevance to the lecture material.

ASSIGNMENTS AND GRADES

Assignments: There are FIVE (5) assignments that you are required to complete in order to achieve a passing grade for the class. **EACH ASSIGNMENT IS WORTH 20% OF YOUR FINAL GRADE.**

****** All Essays ******

PAGE LENGTH: denotes FULL PAGES. 3 -4 means a MINIMUM of three FULL pages of writing. 7-8 pages means a MINIMUM of 7 pages of writing. You may go OVER the page length, but submissions UNDER the page length will have points deducted.

FORMAT: Word document, Times New Roman, 12 Point Font, Double Spaced, 1 inch margins. NO ALTERNATIVES.

CITATIONS: Use footnotes and the 'notes and bibliography' style of Chicago citations used on the following website:

http://www.chicagomanualofstyle.org/tools_citationguide.html NO ALTERNATIVES

REFLECTION ESSAYS x 2 (3-4 pages) each. Entries are based on readings, lectures, and films.

Due SUNDAY SEPTEMBER 20TH

Due SUNDAY OCTOBER 11TH

Both @ MIDNIGHT via DROPBOX

DISCUSSION/PARTICIPATION: Maximum participation is recommended to receive a good grade but always remember it is the QUALITY of your participation that ensures a good grade and not simply the QUANTITY. In other words, asking questions/attending class every week will not automatically guarantee an A grade, especially if you are simply regurgitating lecture material. Contributing articulately and thoughtfully each week will generate a higher grade. You need to show evidence that you are processing and thinking about the material. QUALITY and QUANTITY are the keywords.

Discussion grade is split into two sections:

- **Attendance & Lecture Participation**
- **Readings Discussion – AFTER READING THE MATERIAL BRING AT LEAST ONE DISCUSSION QUESTION TO CLASS EACH WEEK.**

Students MUST respect each other's views and opinions at all times, especially when in disagreement.

Quizzes – 4 x 25 questions online quizzes. Each quiz will remain open for the duration of its availability, with unlimited attempts allowed. Final attempt is the one that will be graded AFTER the submission deadline.

RESEARCH ESSAY (10-12 pages) Write a research paper discussing ANY topic of your choice within the parameters of the issues and subjects discussed in the course. You must use a MINIMUM of THREE primary source materials and THREE secondary source materials. For the purpose of this essay, newspaper articles and REPUTABLE (if unsure – check) websites count as primary sources and books and journal articles count as

secondary sources. * Wikipedia CANNOT be counted as a reliable source

OR

SHORT PAPER – 7 pages plus Presentation – 10 minutes (single presenter). The paper is a companion to the presentation. Students are encouraged to be creative in how they present, thus not reading the paper as a script. The short paper will be in Dropbox before the presentation on the day of the presentation.

DEADLINES AS FOLLOWS:

1 PAGE THESIS DUE SUNDAY NOVEMBER 1ST @ MIDNIGHT via Desire 2 learn

FINAL ESSAY DUE SUNDAY DECEMBER 6TH @ MIDNIGHT via Desire 2 Learn.

Final Presentations will take place during **FINALS WEEK**

**** If you wish me to give feedback on draft versions of either essay before you formally submit them, they must be sent to me ONE WEEK at the latest before the deadline date.**

Grading: Although there are variations in the workload and preparation required for each assignment, they are all graded **equally at 20% per assignment**. The reason for this is to provide you the maximum possible opportunity to receive a strong grade in the classroom. If for some reason, you perform poorly on one assignment, the equal distribution of the grading means that it will not have a catastrophic effect upon the final grade. Equal distribution also means that there is no attempt to prioritize assignments and all are given equal diligence during the semester. **LATE SUBMISSIONS without prior permission will be penalized at 5 points per day until day 10. After Day 10 all late papers will receive an F grade.**

Extra Credit: Available through attendance at movie nights and other discretionary events. There will be a movie night, and short discussion afterwards, in each section of the course. To be eligible for extra credit you must attend a **MINIMUM of TWO movies/discussions. ONLY AVAILABLE FOR STUDENTS IN GOOD STANDING IN THE COURSE (FULL ATTENDANCE, COMPLETED ASSIGNMENTS, incl. readings/discussions)**

T – 9/22 – 6.00 pm Hensler Auditorium
W – 10/14 – 6.00 pm Hensler Auditorium
T - 11/17 – 6.00 pm Hensler Auditorium

Other chances may be available through attendance NAS related events notified in class.

Grade Scale

A = 90-100%, B = 80 – 89.5%, C = 70 – 79.5%, D = 60 – 69.5%, F = 0 – 59.5%

TENTATIVE COURSE SCHEDULE

Section 1: Ethics & Protocols

(Academia, Aboriginal Communities, & the Self)

Week 1 - Introduction to course

- Discussion on ethics and protocols, three research perspectives, terminology, worldviews, history of ethics.

Readings – Mihesuah Chs. 1-3

Week 2 - Academic perspective on research with and by Indigenous peoples

- Research, researcher, researched
- The interview process & research methodology

Readings – Mihesuah Chs. 4 – 6

Week 3 - Class discussion on ethical research, relationships and responsibility to academia, Aboriginal communities, and the self.

Readings – Mihesuah Chs. 7-9

Week 4 - Ethics and protocols in academia and indigenous communities(Mis)representation of Native Americans

Readings – Mihesuah Chs. 10-12

Reflection Entry #1 due today

Section 2: Decolonization From The Inside

(Application of Indigenous Research Ethics and Protocols in Various Disciplines)

Week 5 - Linking ethics and protocols of academia, Aboriginal communities, and the self. Reclaiming the body, in theory and in person

Reading - Yellow Bird, Indigenous Eyes Chs. 1-4

Week 6 - Ethical research & Aboriginal community protocols & traditional knowledge – from food to language

Reading – Yellow Bird, Chs. 5-8

Week 7 – Decolonizing self-determination

Readings – Yellow Bird, Chs, 9-12

Section 3 – Thinking the Knowledge through an Indigenous framework

(Decolonization of the Mind)

Week 8 – Thinking indigeneity

Readings, Yellow Bird Indigenous Minds Chs. 1-2

Reflection Entry #2 due today

Week 9 – Thinking the land

Readings, Yellow Bird Chs. 3-5

Week 10 – SPRING BREAK

Week 11 – Decolonizing Conflict, Seeking Resolution
Readings – Yellow Bird Chs. 6-7

Week 12 – Decolonizing Education, Freeing the Mind
Readings – Yellow Bird, Chs. 8-9

Week 13 - Decolonizing Experience & Listening to the Youth, Freeing the Future
Readings – Yellow Bird, Chs. 10-11

Week 14 – Decolonizing Trauma and Developing Healthy Relationships, Freeing the Family
Readings – Yellow Bird, Chs. 12-13

Week 15 – Course Review
Scheduled Presentations & short papers due today
RESEARCH ESSAY DUE SUNDAY @ MIDNIGHT

Week 16 – FINALS WEEK – NO EXAM

COURSE REVISION FORM

NEW X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College Arts & Sciences Program Area Native American Studies Date 11/18/15

Submitter  Dean Carol A. Repphord Date 12-11-15
Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

New core course as part of NAS major/minor as per Curriculum Proposal form

Please provide the following information:

College: Arts & Sciences
Program Area: Native American Studies
Date: 11/18/2015
Course Prefix & No.: NASX 360-

Course Title: Indigenous Cinema
Credits: 3

Required by: NAS Minor

Selective in:

Elective in:

General Education: Category V

Lecture: X

Lecture/Lab:

Gradable Lab:

Contact hours lecture: 3

Contact hours lab:

Current Catalog Description (include all prerequisites):

Analysis of images and representations of American Indians in feature, independent, and tele-films based in a cultural studies approach to film and film production. Considerable attention is given to Indigenous aesthetics.

Proposed or New Catalog Description (include all prerequisites):

Analysis of images and representations of American Indians in feature, independent, and tele-films based in a cultural studies approach to film and film production. While several early non-Native depictions will be shown, primary focus will be on native-made cinema, with a comparative discussion of Indigenous film from elsewhere. Overall, the primary critical focus is given to Indigenous aesthetics.

Course Outcome Objectives:

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

NASX
Indigenous Cinema

Instructor: Dr. Paul McKenzie-Jones
TIME/PLACE TBC
Office Hours: By appointment/Drop-In
Email: paul.mckenziejones@msun.edu

COURSE DESCRIPTION

Analysis of images and representations of American Indians in feature, independent, and tele-films based in a cultural studies approach to film and film production. While several early non-Native depictions will be shown, primary focus will be on native-made cinema, with a comparative discussion of Indigenous film from elsewhere. Overall, the primary critical focus is given to Indigenous aesthetics.

OBJECTIVES

- Read critical and cinematic texts with discernment and comprehension, paying particular attention to the intersections of race, representation, cinematic/narrative conventions and form.
- Situate course content in its relevant historical, cultural, intellectual, and cinematic contexts in Indian Country and the US.
- Interrogate the relationship between cultural production, popular attitudes, and federal policy.
- Examine popular and scholarly engagements with course material, and critically evaluate the ways in which cultural and intellectual assumptions, values, and beliefs frame engagements with and understandings of course material.
- Produce focused, critical, formal analyses/close readings of literary and cinematic texts in clear, grammatical prose.
- Generate original research utilizing primary and secondary sources with proper attribution per disciplinary conventions.

REQUIRED READINGS

Aleiss, Angela. *The Making of the White Man's Indian: Native Americans and Hollywood Movies.*
Singer, Beverly. *Wiping the War Paint Off the Lens: Native American Film and Video.*
Howe, Leanne et al. *Seeing Red: Hollywood's Pixeled Skins.*
Assigned journal articles

Course Administrative Issues

Accommodation: At MSU-Northern, students with physical or learning disabilities are provided with a variety of services, as directed by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). In order to access these services, students are asked to provide documentation of their disability and meet with Ligia Arango. During the meeting, they will be registered for Disability Services and will discuss the ways in which our program can be effective in meeting their individual needs. For further info. please visit <https://www.msun.edu/stuaffairs/disabilityserv/>

Attendance: Attendance is a minimum mandatory requirement of the class if you wish to succeed. Absences will only be excused if notified beforehand and for reasonable reasons. Continued or excessive absence from the class will result in either withdrawal or a failing grade.

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Preparation: You are expected to arrive for class fully prepared for the day's subject matter. This means completing all required reading beforehand and being ready to engage with the material in a proactive manner. Asking questions and discussing the materials will enable you to absorb, understand, and interpret, the information presented far more easily. You should come to class prepared to engage in the lecture rather than merely be a passive observer. Ask questions if there is an issue you may not understand, but please refrain from making comments that bear no relevance to the lecture material.

ASSIGNMENTS & GRADES

Assignments: There are FIVE (5) assignments that you are required to complete in order to achieve a passing grade for the class. EACH ASSIGNMENT IS WORTH 20% OF YOUR FINAL GRADE.

****** All Essays ******

PAGE LENGTH: denotes FULL PAGES. 3 -4 means a MINIMUM of three FULL pages of writing. 7-8 pages means a MINIMUM of 7 pages of writing. You may go OVER the page length, but submissions UNDER the page length will have points deducted.

FORMAT: Word document, Times New Roman, 12 Point Font, Double Spaced, 1 inch margins. NO ALTERNATIVES.

CITATIONS: Use footnotes and the 'notes and bibliography' style of Chicago citations used on the following website:

http://www.chicagomanualofstyle.org/tools_citationguide.html NO ALTERNATIVES

All Submissions: Via Dropbox only

Reading/Viewing Discussion – Maximum participation is recommended to receive a good grade but always remember it is the QUALITY of your participation that ensures a good grade and not simply the QUANTITY. In other words, asking questions/attending class every week will not automatically guarantee an A grade, especially if you are simply regurgitating lecture material. Contributing articulately and thoughtfully each week will generate a higher grade. You need to show evidence that you are processing and thinking about the material. QUALITY and QUANTITY are the keywords. Questions MUST explore a specific issue, problem or question of form elicited by the text(s)/films(s) (i.e. I want to see you wrestling with the text/film).

Discussion grade is split into two sections:

- Attendance & Lecture Participation = 50%
- Readings Discussion – AFTER READING THE MATERIAL BRING AT LEAST ONE DISCUSSION QUESTION TO CLASS EACH WEEK. = 50%

Students MUST respect each other's views and opinions at all times, especially when in disagreement

Class Blog (D2L) Blog Discussions and Responses are your opportunity to engage critically with a primary text, essay, idea or concept as well as respond thoughtfully to the thoughts, arguments and analyses of your peers. Each student will be required to submit one original post and reply to two others at least four times throughout the term.

Blog posts should be focused and substantive (500-700 words) and synthesize ideas from your reading journal, course notes, and class discussions by critically exploring a specific issue, problem or question of form elicited by the text(s) (i.e. I want to see you wrestling with the text/film). They should be cleanly written; advance a clearly-articulated, interpretive claim (i.e. thesis statement); present evidence from the text that illustrates that claim; and, most importantly, interpret that evidence for your readers (i.e. an explanation of how the text/illustration functions as you claim it does).

Responses will substantively engage (~250 words) the issues, problems or questions posed in TWO blog posts in an informal yet respectful and sophisticated way (i.e. I want to see you wrestling with the ideas and arguments of your peers).

Film Reviews You are required to submit TWO double-spaced, formally written film reviews of selections from a list of my choosing that speak in some way to the films/critical contexts we've discussed in class. One will examine a single film in 3-4 pages, while the second review of 5-6 pages will be comparative in nature. Explicit instructions are available on D2L.

Final Research Project The project can be an extension of one of your reviews, a discussion you've begun in your journals and on the course blog, or a new project entirely. Regardless, it must in some way engage one or more of the texts/films, critical issues, or historical contexts we've discussed in class. It can take the form of a traditional research paper (8-10 page, double-spaced for undergraduates, 10-12 page double-spaced for graduate students) or can employ various technologies and forms (visual culture, material culture, new media; film, music, television; graphic novels, comics, gaming). You need to work out the logistics directly with me well ahead of time. A draft presentation should be prepared by week 8 or 9 for discussion and feedback. Final drafts will be due on the scheduled day of our final exam and will be posted to the final exam assignment listing on Blackboard.

****Please note that undergraduates are required to consult at least 4 outside sources not on the syllabus; graduates should consult at least 6 outside sources not on the syllabus (you may, of course, include sources on the syllabus, but you'll need to consult the requisite number of additional sources listed here). At least two of these should be hard copy sources from the library or Special Collections.**

Grading: Although there are variations in the workload and preparation required for each assignment, they are all graded **equally at 20% per assignment**. The reason for this is to provide you the maximum possible opportunity to receive a strong grade in the classroom. If for some reason, you perform poorly on one assignment, the equal distribution of the grading means that it will not have a catastrophic effect upon the final grade. Equal distribution also means that there is no attempt to prioritize assignments and all are given equal diligence during the semester.

CLASS SCHEDULE

Section 1 (Mis)Representing the Indian

WEEK 1 - Setting The Scene: Literary, Performative And Cinematic Contexts

- Intro to Course
- Viewing: Diamond, Neil. *Reel Injun* (85 min). 2009.
Reading: Singer, Wiping the War Paint Off the Lens (vii-13)
Aleiss, "Hollywood and the Silent American" from Making the White Man's Indian (1-17)

WEEK 2 - U.S. Imperial Designs And The Ethnographic Gaze: Nanook Of The North

- Viewing: Flaherty, Robert J. *Nanook of the North: A Story of Life and Love in the Actual Arctic* (79 min). 1922.
- DISCUSSION - Huhndorf, Shari. "Nanook and His Contemporaries: Traveling with the Eskimos, 1897-1941." *Going Native: Indians in the American Cultural Imaginary*. Ithaca: Cornell UP, 2001. 79-128. (Black- board)

WEEK 3 - Hollywood Translations Of Westward Expansion:

- Viewing: Ford, John. *Stagecoach*. (96 min). 1939.
- DISCUSSION - Singer, "*The War Painted Years*" from *Wiping the War Paint Off the Lens (14-22)*. & Aleiss, Angela. "*War and Its Indian Allies.*" *Making the White Man's Indian: Native Americans and Hollywood Movies*.

WEEK 4 - Recuperating "The Indian" As Counter Culture Hero

- Viewing: Penn, Arthur. *Little Big Man* (139 min). 1970.
- DISCUSSION - Aleiss, "Savagery on the Frontier" from *Making the White Man's Indian*. 119-140.
- Singer, "Toward Independence" and "Native Filmmakers, Programs, and Institutions" from *Wiping the War Paint Off the Lens (23-32, 33-44)*

Section 2 - Representing Trauma (Comparatively)

WEEKS 5-6 - Residential Schools

- Viewing: *Older Than America* (102 mins)
- Viewing : *Rabbit-Proof Fence* (AUS 94 min)
- Readings: Singer, "Chapter 5: On the Road to Smoke Signals" from *Wiping the War Paint Off the Lens (61-91)*.

WEEKS 7-8 - (Re)Presentation Of Urban Indian Experiences

- Viewing: MacKenzie, Kent. *The Exiles* (72 min). 1961.
- Viewing: *Once Were Warriors* (NZ, 103 min)
- DISCUSSION: Pamela J. Peters. *Exiled NDNZ: A Celebration of American Indian Culture in the Heart of Los Angeles*.

WEEKS 9-10 – Finding Tradition in a Modern World

- Viewing: The Doe Boy (87 min). 2001.
- Viewing : Whale Rider NZ, 101 min)
- DISCUSSION – TBC

Section 3 – Indigenous Renaissance

WEEKS 11-12 - Native Road Movies

- Viewing: Chris Eyre’s Smoke Signals (89 min)
- Viewing: Road to Paloma (90 min)
- DISCUSSION - TBC

WEEK 13 – Life Up North

- Viewing: On The Ice (96 mins)
- Discussion: TBC

WEEK 14 – Snagging Comedy Style

- Viewing: Christmas in the Clouds (96 min). 2001.
- DISCUSSION: Singer, “Conclusion” from Wiping the War Paint Off the Lens (92-99).

Course Wrap Up

FINAL RESEARCH PROJECTS DUE

WEEK 16 – FINALS WEEK

Suggested Indigenous Films

Powwow Highway (1989)
It Starts with a Whisper (1993)
Dance me Outside (1994)
Medicine River (1994)
Grand Avenue (1996)
Atanarjuat: The Fast Runner (2001)
Beneath Clouds (AUS 2002)
Skins (2002)
Four Sheets To The Wind (2006)
Imprint (2007)
The Lesser Blessed (2012)
Star Wars (1977/2013), translated into Navajo (2013)
Empire of Dirt (2013)
Rhymes For Young Ghouls (2013)
The Cherokee Word for Water (2013)
Winter In The Blood (2013)
Empire of Dirt (2015)

SUGGESTED BIBLIOGRAPHY

Useful Studies on the Genealogy and Expression of Indian-ness in the Non-Indian Imaginary

Berkhofer, Robert F., Jr. *The White Man's Indian: Images of the American Indian from Columbus to the Present*. New York: Vintage Books, 1978.

Deloria, Phil. *Playing Indian*. New Haven: Yale UP, 1998.

Dippie, Brian W. *The Vanishing American: White Attitudes and U.S. Indian Policy*.

Lawrence: U of Kansas P, 1991. Huhndorf, Shari. *Going Native: Indians in the American Cultural Imaginary*. Ithaca: Cornell UP, 2001.

Pearce, Roy Harvey. *Savagism and Civilization: A Study of the Indian and the American Mind*. 1953, 1965. Berkeley: U of California P, 1988.

Cinematic Studies on Indian-ness

Aleiss, Angela. *Making the White Man's Indian: Native Americans and Hollywood Movies*. Westport, CN: PraegerPublishers, 2005.

Bird, S. Elizabeth, *Dressing in Feathers: The Construction of the Indian in American Popular Culture*

Gretchen M. Bataille and Charles L.P. Silet, eds. *The Pretend Indians: Images of Native Americans in the Movies*. Ames: Iowa State UP, 1980.

Hearne, Joanna. *Native Recognition: Indigenous Cinema and the Western*. New York: SUNY P, 2012.

Kilpatrick, Jacquelyn. *Celluloid Indians: Native Americans and Film*. Lincoln: U of Nebraska P, 1999.

Marubbio, M. Elise. *Killing the Indian Maiden: Images of Native American Women in Film*. Lexington: U of Kentucky P, 2006.

Prats, Armando Jose. *Invisible Indians: Myth and Identity in the American Western*. Ithaca: Cornell UP, 2002.

Raheja, Michelle H. *Reservation Reelism: Redfacing, Visual Sovereignty, and Representations of Native Americans in Film*. Lincoln: U of Nebraska P, 2011.

Rollins, Peter C. and John E. O'Connor, eds. *Hollywood's Indian: The Portrayal of the Native American in Film*. Lexington: UP of Kentucky, 1998.

Singer, Beverly R. *Wiping the War Paint Off the Lens: Native American Film and Video*. Minneapolis: U of Minnesota P, 2001.

Tahmahkera, Dustin *Tribal Television: Viewing Native People in Sitcoms*

COURSE REVISION FORM

NEW X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College Arts & Sciences Program Area Native American Studies Date 11/18/15

Submitter  Dean Carol A. Reinhard Date 12-11-15
Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

Adding a prerequisite of NASX 105 to ensure that students possess a broader cultural understanding of American Indian issues before enrolling in this course. Also removing the Gen Ed requirement.

Please provide the following information:

College: Arts & Sciences
Program Area: Native American Studies
Date: 11/18/2015
Course Prefix & No.: NASX 376

Course Title: Federal Indian Law & policy
Credits: 3

Required by: NAS Minor

Selective in: Native American Studies
Elective in: Criminal Justice
General Education:

Lecture: X
Lecture/Lab:
Gradable Lab:
Contact hours lecture: 3
Contact hours lab:

Current Catalog Description (include all prerequisites):

Proposed or New Catalog Description (include all prerequisites):

Treats the present applications and procedures of Federal Indian law and its historical development, including Indian treaties, tribal sovereignty, jurisdictional disputes, tribal and state powers of taxation, economic and environmental controls, and real property interests.

This course will operate on a reading discussion/seminar basis rather than lecture. There will be lectures throughout the semester but only where necessary to add historical context to the reading materials.

Course Outcome Objectives:

Upon completion of this course, and contingent upon hard work and participation, students should:

have an understanding of the difference between indigenous forms of law and federal Indian law

- understand the legal basis of American Indian sovereignty.
- be more aware of the legal implications of the nation-to-nation treaty making process.
- display a good understanding of the relationship between the federal government and indigenous nations.
- better understand the historical development of federal Indian law from the creation of the United States to the present day.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

Updated 09/29/05

NASX 376

Federal Indian Law & Policy

Instructor: Dr. Paul McKenzie-Jones
TIME/PLACE 1 – 1.50 M, W, F – Cowan 112
Office Hours: By appointment/Drop-In
Email: paul.mckenziejones@msun.edu
Twitter: @NASXProf_PMJ

Course Description: Treats the present applications and procedures of Federal Indian law and its historical development, including Indian treaties, tribal sovereignty, jurisdictional disputes, tribal and state powers of taxation, economic and environmental controls, and real property interests.

This course will operate on a reading discussion/seminar basis rather than lecture. There will be lectures throughout the semester but only where necessary to add historical context to the reading materials.

Course Objectives:

Upon completion of this course, and contingent upon hard work and participation, students should:

- have an understanding of the difference between indigenous forms of law and federal Indian law
- understand the legal basis of American Indian sovereignty.
- be more aware of the legal implications of the nation-to-nation treaty making process.
- display a good understanding of the relationship between the federal government and indigenous nations.
- better understand the historical development of federal Indian law from the creation of the United States to the present day.

Required Reading:

Nation to Nation: Treaties Between the United States & American Indian Nations, Suzan Shown Harjo (ed.)
In The Courts of the Conqueror, Walter Echo-Hawk
The Rights of Indians and Tribes, Stephen L. Pevar

Course Administrative Issues

Accommodation: At MSU-Northern, students with physical or learning disabilities are provided with a variety of services, as directed by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). In order to access these services, students are asked to provide documentation of their disability and meet with Ligia Arango. During the meeting, they will be registered for Disability Services and will discuss the ways in which our program can be effective in meeting their individual needs. For further info. please visit <https://www.msun.edu/stuaffairs/disabilityserv/>

Attendance: Attendance is a minimum mandatory requirement of the class if you wish to succeed. Absences will only be excused if notified beforehand and for reasonable reasons. Continued or excessive absence from the class will result in either withdrawal or a failing grade.

Student Conduct: Each student has a responsibility to themselves, their colleagues, and whoever pays their enrollment fees to ensure that an atmosphere conducive to learning is maintained at all times in the classroom. Laptops are allowed in class for the **SOLE PURPOSE** of note taking. This means that disruptive behavior such as web browsing, cell-phone use, texting, iPod/MP3 listening, newspaper/magazine reading, and social conversations, should be reserved for periods of free time outside of the lecture. **DO NOT** bring homework/assignments for other classes into this one. Cell phones must be on silent/vibrate and Internet browsers on laptops must be closed. Continued defiance of these rules will result in your expulsion from the class and the banning of laptops for the remainder of the semester. Students should refrain from leaving the classroom early without informing me beforehand. Students must also refrain from packing up materials and belongings until the lecture is over as indicated by the instructor. Each classroom expulsion will result in a mark of absence against your name.

Academic Integrity & Plagiarism: Academic Integrity is required at all times, and is a basic duty of honor as a student at the university. Academic integrity means honesty and responsibility in scholarship. Students and faculty alike must obey rules of honest scholarship, which means that all academic work should result from an individual's own efforts. Intellectual contributions from others must be consistently and responsibly acknowledged. Academic work completed in any other way is fraudulent. Plagiarism is a serious offence and will not be tolerated. All work submitted to this course must be your own. Section 600 of the MSUN Policy Manual explains the rules in full and can be found at <http://www.msun.edu/admin/policies/600/601-2.aspx>

Preparation: You are expected to arrive for class fully prepared for the day's subject matter. This means completing all required reading beforehand and being ready to engage with the material in a proactive manner. Asking questions and discussing the materials will enable you to absorb, understand, and interpret, the information presented far more easily. You should come to class prepared to engage in the lecture rather than merely be a passive observer. Ask questions if there is an issue you may not understand, but please refrain from making comments that bear no relevance to the lecture material.

ASSIGNMENTS AND GRADES

Assignments: There are Four (4) assignments that you are required to complete in order to achieve a passing grade for the class. **EACH ASSIGNMENT IS WORTH 25% OF YOUR FINAL GRADE.**

****All Essays ****

PAGE LENGTH: denotes FULL PAGES. 3 -4 means a MINIMUM of three FULL pages of writing. 7-8 pages means a MINIMUM of 7 pages of writing. You may go OVER the page length, but submissions UNDER the page length will have points deducted.

FORMAT: Word document, Times New Roman, 12 Point Font, Double Spaced, 1 inch margins. NO ALTERNATIVES.

CITATIONS: Use footnotes and the 'notes and bibliography' style of Chicago citations used on the following website:

http://www.chicagomanualofstyle.org/tools_citationguide.html NO ALTERNATIVES

ESSAY 1 (3-4 pages) Find a treaty from the early days of the United States and one from the mid/late-1800s. What are the major differences in language/provisions/promises between the treaties. What historical issues account for these differences? **DUE SUNDAY SEPTEMBER 20TH @ MIDNIGHT via DROPBOX.**

ESSAY 2 (3-4 pages) You must pick an American Indian nation from a list provided. Using the tribal website, write a 3-4 page summary of treaty and federal law issues, both historical and contemporary, of that particular nation. Has this particular nation ever litigated against/within the federal US court system? **Due SUNDAY OCTOBER 11TH @ MIDNIGHT via DROPBOX**

DISCUSSION/PARTICIPATION: Maximum participation is recommended to receive a good grade but always remember it is the QUALITY of your participation that ensures a good grade and not simply the QUANTITY. In other words, asking questions/attending class every week will not automatically guarantee an A grade, especially if you are simply regurgitating lecture material. Contributing articulately and thoughtfully each week will generate a higher grade. You need to show evidence that you are processing and thinking about the material. QUALITY and QUANTITY are the keywords.

Discussion grade is split into two sections:

- **Attendance & Lecture Participation**
- **Readings Discussion – AFTER READING THE MATERIAL BRING AT LEAST ONE DISCUSSION QUESTION TO CLASS EACH WEEK.**

Students MUST respect each other's views and opinions at all times, especially when in disagreement.

RESEARCH ESSAY (7-8 pages) Write a research paper discussing ANY topic of your choice within the parameters of the issues and subjects discussed in the course. You must use a MINIMUM of THREE primary source materials and THREE secondary source

materials. For the purpose of this essay, newspaper articles and REPUTABLE (if unsure – check) websites count as primary sources and books and journal articles count as secondary sources. * Wikipedia CANNOT be counted as a reliable source

DEADLINES AS FOLLOWS:

1 PAGE THESIS DUE SUNDAY NOVEMBER 1ST @ MIDNIGHT via
Desire 2 learn

FINAL ESSAY DUE SUNDAY DECEMBER 6TH @ MIDNIGHT via Desire
2 Learn

**** If you wish me to give feedback on draft versions of either essay before you formally submit them, they must be sent to me ONE WEEK at the latest before the deadline date.**

Grading: Although there are variations in the workload and preparation required for each assignment, they are all graded **equally at 25% per assignment**. The reason for this is to provide you the maximum possible opportunity to receive a strong grade in the classroom. If for some reason, you perform poorly on one assignment, the equal distribution of the grading means that it will not have a catastrophic effect upon the final grade. Equal distribution also means that there is no attempt to prioritize assignments and all are given equal diligence during the semester. **LATE SUBMISSIONS without prior permission will be penalized at 5 points per day until day 10. After Day 10 all late papers will receive an F grade.**

Extra Credit: Available through attendance at movie nights and other discretionary events. There will be a movie night, and short discussion afterwards, in each section of the course. To be eligible for extra credit you must attend a **MINIMUM of TWO movies/discussions. ONLY AVAILABLE FOR STUDENTS IN GOOD STANDING IN THE COURSE (FULL ATTENDANCE, COMPLETED ASSIGNMENTS, incl. readings/discussions)**

T – 9/22 – 6.00 pm Hensler Auditorium
W – 10/14 – 6.00 pm Hensler Auditorium
T - 11/17 – 6.00 pm Hensler Auditorium

Other chances may be available through attendance NAS related events notified in class.

Grade Scale

A = 90-100%, B = 80 – 89.5%, C = 70 – 79.5%, D = 60 – 69.5%, F = 0 – 59.5%

TENTATIVE COURSE SCHEDULE

SECTION ONE – Sovereign Indigenous Nations

Week 1 M- Intro

W/F – Origins and original forms of law

Required Reading: Nation to Nation pgs. 1-36

Week 2 – American Indians as International Powerbrokers

M-F Treaties and Trade with European Empires

Required Reading: Nation to Nation, pgs. 36 - 68

Week 3 – Jurisdiction

M – **NO CLASS**

W-F Who controls what on Indian land?

Required Readings: Nation to Nation pgs. 68-116

Week 4 – ‘Civilization and Self-Determination’

Required reading: Nation to Nation, pgs, 116 - 178

Week 5 – Treaties

M -F - Discussion

Required Reading: Nation to Nation pgs. 178 - 225

SECTION TWO – American Indians and the Supreme Court

Week 6 The Dark Side of the Law

Required Readings: Echo Hawk, Part 1

Week 7 – Removal

Required Readings: Echo Hawk chs. 4-7

Week 8 – Indian Law and the Home

Required Readings: Echo Hawk chs. 8-9

ESSAY 2 (TRIBAL RESEARCH) DUE FRIDAY 10/18 @ MIDNIGHT

Week 9 –The Spirit World

Required readings: Echo Hawk, chs. 10-11

RESEARCH ESSAY THESIS DUE SUNDAY 11/1 @ MIDNIGHT

Week 10 – Land and the law
Required Readings: Echo-Hawk, Chs. 12-13

Week 11 – Is Federal Indian Law ‘Legal’?
Required Readings: Echo-Hawk, Chs. 14-15

SECTION 3 – Federal Indian Law –in practice

Week 12 – Tribes, Treaties, and Self-Government
NO CLASS WEDNESDAY
Required Readings: Pevar, Chs. 1-6

Week 13 – States, Jurisdiction, and Taxation
Required Readings: Pevar, Chs. 8-11

Week 14 – Treaty Rights in the Modern Era
Required Readings: Pevar, Chs. 13-15

Week 15 – Gaming and the future
F - REVIEW
Required Reading: Pevar, Chs. 16-18
RESEARCH ESSAY DUE 12/6 @MIDNIGHT

Week 16 – **FINALS WEEK – NO EXAM**

COURSE REVISION FORM

NEW X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College Arts & Sciences Program Area Native American Studies Date 11/18/15

Submitter  Signature _____ Dean Candice R. Reinhard Signature (indicates "college" level approval) _____ Date 12-11-15

Please provide a brief explanation & rationale for the proposed revision(s):
New core course as part of NAS major/minor as per Curriculum Proposal form

Please provide the following information:

College: Arts & Sciences
Program Area: Native American Studies
Date: 11/18/2015
Course Prefix & No.: NASX 3--

Course Title: American Indian Activism: Red Power & indigenous Nationalism
Credits: 3

Required by: NAS Minor

Selective in:
Elective in:
General Education: Category V

Lecture: X
Lecture/Lab:
Gradable Lab:
Contact hours lecture: 3
Contact hours lab:

Current Catalog Description (include all prerequisites):

Proposed or New Catalog Description (include all prerequisites):

This course is a study of American Indian activism throughout the twentieth and twenty-first centuries. It is designed to look beyond the myth that Indian activism rode in on the coattails of the 1960s Civil Rights Movement and show that American Indian activists had been fighting and campaigning on behalf of their communities since the end of the treaty era. It explores the myth of pan-Indianism and frames Red Power as an inter-tribal/trans-national movement focused on nationalistic motifs of culture, community and tradition. It explores self-determination, sovereignty, treaty rights, identity, settler-colonialism, historical trauma, environmentalism, and many other issues at the core of indigenous protest and self-advocacy. The course will highlight the varying methods, intentions, successes, and failures, of the many American Indian & First Nations activists and organizations that fought for Indian rights during the last century and in the present era, and the increasing power of social media in cultural awareness.

Course Outcome Objectives:

- To consider the historical and contemporary context of the many different forms of activism used by Indians in the twentieth and twenty-first centuries.
 - To discuss the many ideologies and cultural factors that motivated these activists in their fight for Indigenous rights.
 - To the evolving methods and technologies used to express activism, from newsletters and journals to contemporary social media.
 - To give students a clear understanding of the differences between activism and militancy in the fight for Indian rights and the advancement of Indian peoples.
 - To introduce the benefits of interactive dialogue and discussion as a valuable method of intellectual exchange and a building block for analytical analysis.
 - To provide students with the information and tools to enhance their analytical skills and knowledge of the subject matter and produce a final paper useful in academic, personal, and professional development.
 - To help students become equipped in the language and methods of self-advocacy
- Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.**

Updated 09/29/05

NASX 3--
American Indian Activism: Red Power & Indigenous Nationalism

Instructor: Dr. Paul McKenzie-Jones

TIME/PLACE 12.00 – 1.25 p.m. T, Th. Cowan Hall 112

Office Hours: By appointment/Drop-In

Email: paul.mckenziejones@msun.edu

COURSE DESCRIPTION

This course is a study of American Indian activism throughout the twentieth and twenty-first centuries. It is designed to look beyond the myth that Indian activism rode in on the coattails of the 1960s Civil Rights Movement and show that American Indian activists had been fighting and campaigning on behalf of their communities since the end of the treaty era. It explores the myth of pan-Indianism and frames Red Power as an inter-tribal/trans-national movement focused on nationalistic motifs of culture, community and tradition. It explores self-determination, sovereignty, treaty rights, identity, settler-colonialism, historical trauma, environmentalism, and many other issues at the core of indigenous protest and self-advocacy. The course will highlight the varying methods, intentions, successes, and failures, of the many American Indian & First Nations activists and organizations that fought for Indian rights during the last century and in the present era, and the increasing power of social media in cultural awareness.

OBJECTIVES

By the end of the semester, contingent on hard work and the completion of readings and assignments, students should be able to:

- Consider the historical and contemporary context of the many different forms of social, political, cultural, environmental, expressive activism used by indigenous peoples in the twentieth and twenty-first centuries.
- Discuss the many ideologies and cultural factors that motivated these activists in their fight for Indigenous rights.
- Display understanding of the issues surrounding sovereignty, self-determination, identity, social justice, and indigenous rights.
- Understand the evolving methods and technologies used to express activism, from newsletters and journals to contemporary social media.
- Display a clear understanding of the differences between activism and militancy in the fight for Indian rights and the advancement of Indian peoples.
- Discuss the benefits of interactive dialogue and discussion as a valuable method of intellectual exchange and a building block for analytical analysis.
- Present a framework for understanding the historical roots of contemporary issues in all aspects of indigenous activism

REQUIRED READINGS

Devon Mihesuah – *Indigenous American Women*
Paul McKenzie-Jones- *Clyde Warrior, Tradition, Community, and Red Power*
Vine Deloria Jr. *Custer Died for Your Sins*
Daniel Wildcat – *Red Alert! Saving the Planet with Indigenous Knowledge*

Course Administrative Issues

Accommodation: At MSU-Northern, students with physical or learning disabilities are provided with a variety of services, as directed by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). In order to access these services, students are asked to provide documentation of their disability and meet with Ligia Arango. During the meeting, they will be registered for Disability Services and will discuss the ways in which our program can be effective in meeting their individual needs. For further info. please visit <https://www.msun.edu/stuaffairs/disabilityserv/>

Attendance: Attendance is a minimum mandatory requirement of the class if you wish to succeed. Absences will only be excused if notified beforehand and for reasonable reasons. Continued or excessive absence from the class will result in either withdrawal or a failing grade.

Student Conduct: Each student has a responsibility to themselves, their colleagues, and whoever pays their enrollment fees to ensure that an atmosphere conducive to learning is maintained at all times in the classroom. Laptops are allowed in class for the **SOLE PURPOSE** of note taking. This means that disruptive behavior such as web browsing, cell-phone use, texting, iPod/MP3 listening, newspaper/magazine reading, and social conversations, should be reserved for periods of free time outside of the lecture. **DO NOT** bring homework/assignments for other classes into this one. Cell phones must be on silent/vibrate and Internet browsers on laptops must be closed. Continued defiance of these rules will result in your expulsion from the class and the banning of laptops for the remainder of the semester. Students should refrain from leaving the classroom early without informing me beforehand. Students must also refrain from packing up materials and belongings until the lecture is over as indicated by the instructor. Each classroom expulsion will result in a mark of absence against your name.

Academic Integrity & Plagiarism: Academic Integrity is required at all times, and is a basic duty of honor as a student at the university. Academic integrity means honesty and responsibility in scholarship. Students and faculty alike must obey rules of honest scholarship, which means that all academic work should result from an individual's own efforts. Intellectual contributions from others must be consistently and responsibly acknowledged. Academic work completed in any other way is fraudulent. Plagiarism is a serious offence and will not be tolerated. All work submitted to this course must be your own. D2L uses a system called Turnitin to detect plagiarism. Section 600 of the MSUN Policy Manual explains the rules in full and can be found at <http://www.msun.edu/admin/policies/600/601-2.aspx>

Preparation: You are expected to arrive for class fully prepared for the day's subject matter. This means completing all required reading beforehand and being ready to engage with the material in a proactive manner. Asking questions and discussing the materials will enable you to absorb, understand, and interpret, the information presented far more easily. You should come to class prepared to engage in the lecture rather than merely be a passive observer. Ask questions if there is an issue you may not understand, but please refrain from making comments that bear no relevance to the lecture material.

ASSIGNMENTS & GRADES

Assignments: There are FOUR (4) assignments that you are required to complete in order to achieve a passing grade for the class. EACH ASSIGNMENT IS WORTH 25% OF YOUR FINAL GRADE.

******All Essays ******

PAGE LENGTH: denotes FULL PAGES. 3 -4 means a MINIMUM of three FULL pages of writing. 7-8 pages means a MINIMUM of 7 pages of writing. You may go OVER the page length, but submissions UNDER the page length will have points deducted.

FORMAT: Word document, Times New Roman, 12 Point Font, Double Spaced, 1 inch margins. NO ALTERNATIVES.

CITATIONS: Use footnotes and the 'notes and bibliography' style of Chicago citations used on the following website:
http://www.chicagomanualofstyle.org/tools_citationguide.html NO ALTERNATIVES

Submission: Via Dropbox only

ESSAY 1: REVIEW ESSAY (3-4 pages) You must attend the Chancellor's Lecture Series lecture on indigenous climate change activism by Dr. George Price on January 21 at 7.30 pm in Hensler Auditorium. Write a 3-4 page review of the lecture discussing the main theme(s) of his presentation and how the lecture defines activism broadly and in specific terms in relation to indigenous knowledge, rights, sovereignty and the land. You must also discuss how/if what he said affected your view of/attitude towards indigenous issues/perspectives, how much of the lecture was new information to you, and whether or not the lecture served as an inspiration to make/demand changes in your personal/community environment. **DUE SUNDAY 2/7 @ MIDNIGHT via DROPBOX.**

PROJECT: Choose a cause and "create" a movement, either via social media or a project of some other method. If the movement involves protests or blockades it is more beneficial to create a theoretical model than actively seek to break the law. Why did you choose the cause you did? How would you/did you measure the success of your movement? Would this movement work in a real world environment? How did you

decide upon the model of protest to use? Can be documented in written form (3-4 pages)/oral presentation (10-15 minutes)/series of tweets/poster presentation.

PRESENTATIONS DUE 29/31 March (WEEK 12)

ESSAY 2: RESEARCH/BLOG PROJECT. Choose an issue ANY topic of your choice (within the parameters of the issues and subjects discussed in the course) that is currently being protested and find out as much about the movement, motivation, results of the campaign(s) that you are following. Thus far, how successful is social media in raising awareness of this/these issue(s)? What other methods are they using? EACH WEEK write a one page blog update of the issue/state of the protest, from multiple perspectives/voices over the semester. At the end of the semester, put these blogs together into a large research paper with an added introduction/conclusion that the protest/movement; summarizes its successes/failures; outlines any suggestions you have for future improvement. **FINAL ESSAY/COMPLETE BLOG PROJECT DUE SUNDAY May 1 @ midnight via D2L**

**** If you wish me to give feedback on draft versions of either essay before you formally submit them, they must be sent to me 4 days at the latest before the deadline date.**

DISCUSSION/PARTICIPATION: Maximum participation is recommended to receive a good grade but always remember it is the **QUALITY** of your participation that ensures a good grade and not simply the **QUANTITY**. In other words, asking questions/attending class every week will not automatically guarantee an A grade, especially if you are simply regurgitating lecture material. Contributing articulately and thoughtfully each week will generate a higher grade. You need to show evidence that you are processing and thinking about the material. **QUALITY** and **QUANTITY** are the keywords.

Discussion grade is split into two sections:

- Attendance & Lecture Participation = 50%
- Readings Discussion – AFTER READING THE MATERIAL BRING AT LEAST ONE DISCUSSION QUESTION TO CLASS EACH WEEK. = 50%

Students MUST respect each other's views and opinions at all times, especially when in disagreement

Grading: Although there are variations in the workload and preparation required for each assignment, they are all graded **equally at 25% per assignment**. The reason for this is to provide you the maximum possible opportunity to receive a strong grade in the classroom. If for some reason, you perform poorly on one assignment, the equal distribution of the grading means that it will not have a catastrophic effect upon the final grade. Equal distribution also means that there is no attempt to prioritize assignments and all are given equal diligence during the semester.

Extra Credit: Available through attendance at movie nights and other discretionary events. There will be a movie night, and short discussion afterwards, in each section of the course. To be eligible for extra credit you must attend a **MINIMUM** of **TWO**

movies/discussions. **ONLY AVAILABLE FOR STUDENTS IN GOOD STANDING IN THE COURSE (FULL ATTENDANCE, COMPLETED ASSIGNMENTS, incl. readings/discussions)**

ALL MOVIE NIGHTS @ 6.00 pm Hensler Auditorium on 1/27, 2/23, 3/23, 4/14
Other chances may be available through attendance NAS related events notified in class.

Grade Scale

A = 90 -100%, B = 80 – 89.5%, C = 70 – 79.5%, D = 60 – 69.5%, F = 0 – 60%

CLASS SCHEDULE

- Week 1 Introduction**
- Introduction, Syllabus and Overview
- Week 2 From Warriors to Wards**
- Ending military resistance of the 19th century
- ‘Indians Are People’ – The Standing Bear Case
Readings: Mihesuah – Part 1
- Week 3 Early Twentieth Century Activism**
- Carlos Montezuma, SAI, & citizenship
- Indian New Deal/AIF & the NCAI
Readings: Mihesuah – Part 2
- Week 4 The return of Indigenous resistance**
- Border Crossings and the Tuscarora
- Senecas Fighting Kinzua Dam
Readings: Mihesuah – Part 3
- Week 5 Young Indians find their voice/Red Power**
- Youth Councils & Workshops on American Indian Affairs
- Chicago Conference/ NIYC/ SAIA, & ‘fish-ins’
Readings: McKenzie-Jones – Chs, 1-2
- Week 6 The Right for Culturally Relevant Education/Counterculture**
- NIYC Model Schools, Rough Rock, and the birth of American Indian Studies
- Hippies, Indians, & Protest Music
Readings: McKenzie-Jones - Chs, 3-4

- Week 7 The Second Wave of Red Power**
- Occupation of Alcatraz
- Trail of Broken Treaties to the Siege at Wounded Knee
Readings: McKenzie-Jones – Chs. 5- epilogue
- Week 8 Self-Determination & Red Power in the North**
- Pyramid Lake/Harjo v Kleppe and a new era for Indians
- Holding the Bridge /The Oka Crisis & American Indian assistance
Readings: Deloria – Chs. 1-3
- Week 9 Trans-national indigenous collaboration**
- Fighting the pipelines in 1974
- Inter-agency collaboration and birth of international Indigenous collaboration
Readings: Deloria – Chs. 4-7
- Week 10 *SPRING BREAK***
- Week 11 “We are not your mascot” /The Rise of the Hashtag Warriors**
- Little Red & other victories/The long campaign against the “Washington Team”
- Idle No More/Social Media Explosion
Readings: Deloria- Chs. 8-11
- Week 12 Contemporary Environmental Activism**
Readings: Wildcat – Chs. 1-4
- Week 13 Food Sovereignty/Decolonizing Diets**
Readings: Wildcat – Chs. 5-Conclusion
- Weeks 14-16 Continuing Struggle/Successes**
- Community Resistance in the 21st century
- Conclusion
Readings: News/Social Media
- Week 17 FINALS WEEK – NO EXAM**

COURSE REVISION FORM

NEW X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College Arts & Sciences Program Area Native American Studies Date 11/18/15

Submitter [Signature] Dean Carol A. Raphael Date 12-11-15
Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

New core course as part of NAS major/minor as per Curriculum Proposal form. (Prerequisite of . NASX 232 or NASX 310 required)

Please provide the following information:

College: Arts & Sciences
Program Area: Native American Studies
Date: 11/18/2015
Course Prefix & No.: NASX 4--

Course Title: Indigenous Northern Borderlands
Credits: 3

Required by: NAS Minor

Selective in:

Elective in:

General Education: Category V

Lecture: X

Lecture/Lab:

Gradable Lab:

Contact hours lecture: 3

Contact hours lab:

Current Catalog Description (include all prerequisites):

Proposed or New Catalog Description (include all prerequisites):

This course is a study of the US/Canadian border from the indigenous perspective. We will look broadly at how the creation of the border has affected indigenous nations from the Pacific coast to the Atlantic, and specifically at Kahnawa:ke (Mohawk), Haudenosaunee (Iroquios), Anishinaabe (Ojibwe), Bodewadmik (Potawatomi), Nehiyaw (Cree), Nakoda (Assiniboine), and Niitsitapi (Blackfoot/feet) communities in the past and present. How does the border intersect with Native nationhood across the 'Medicine Line'? How are these cultural 'interruptions' navigated when one people become separate nations? How does the creation of imperial borders within indigenous lands affect cultural identity and political coherence? How do these cultures render the border invisible in order to maintain their indigenous identities? What is the future for indigenous nationhood in an age of increasingly contentious national border rhetoric?

Course Outcome Objectives:

- To consider the historical and contemporary impact of the US/Canada border on the indigenous inhabitants of the Northern borderlands.
- To consider the conflicting and competing interpretations of territory, boundaries and borders and the unique implications of these disputes in dissected indigenous lands.
- To discuss the corrosive effects of competing settler colonial oversight on indigenous nationhood and cultural identity.
- To give students a clear understanding of the frameworks of indigenous nationalism, identity, and multilevel citizenship, in contrast to single citizenship in the dominant society.
- To introduce students to the concepts of cultural dualism within indigenous frameworks of identity, nationalism and perseverance.
- To provide students with the information and tools to enhance their analytical skills and knowledge of the subject matter and produce a final paper useful in academic, personal, and professional development.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

Updated 09/29/05

NASX
Indigenous Northern Borderlands

Instructor: Dr. Paul McKenzie-Jones

TIME/PLACE TBC

Office Hours: By appointment/Drop-In

Email: paul.mckenziejones@msun.edu

COURSE DESCRIPTION

This course is a study of the US/Canadian border from the indigenous perspective. We will look broadly at how the creation of the border has affected indigenous nations from the Pacific coast to the Atlantic, and specifically at Kahnawake (Mohawk), Haudenosaunee (Iroquios), Anishinaabe (Ojibwe), Bodewadmik (Potawatomi), Nehiyaw (Cree), Nakoda (Assiniboine), and Niitsitapi (Blackfoot/feet) communities in the past and present. How does the border intersect with Native nationhood across the 'Medicine Line'? How are these cultural 'interruptions' navigated when one people become separate nations? How does the creation of imperial borders within indigenous lands affect cultural identity and political coherence? How do these cultures render the border invisible in order to maintain their indigenous identities? What is the future for indigenous nationhood in an age of increasingly contentious national border rhetoric?

OBJECTIVES

By the end of the semester, contingent upon hard work and completion of readings/assignments, student will be able to:

- Consider the historical and contemporary impact of the US/Canada border on the indigenous inhabitants of the Northern borderlands.
- Display understanding of the conflicting and competing interpretations of territory, boundaries and borders and the unique implications of these disputes in dissected indigenous lands.
- Discuss the corrosive effects of competing settler colonial oversight on indigenous nationhood and cultural identity.
- Display clear understanding of the frameworks of indigenous nationalism, identity, and multilevel citizenship, in contrast to single citizenship in the dominant society.
- Understand the concepts of cultural dualism within indigenous frameworks of identity, nationalism and perseverance.
- Showcase their analytical skills and knowledge of the subject matter and produce a final paper useful in academic, personal, and professional development.

REQUIRED READINGS

Audra Simpson – *Mohawk Interruptus*

Sylvia McAdam – *Nationhood Interrupted*

Christopher Wetzal – *Gathering the Potawatomi Nation*

Assigned journal articles

Course Administrative Issues

Accommodation:

At MSU-Northern, students with physical or learning disabilities are provided with a variety of services, as directed by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). In order to access these services, students are asked to provide documentation of their disability and meet with Ligia Arango. During the meeting, they will be registered for Disability Services and will discuss the ways in which our program can be effective in meeting their individual needs. For further info. please visit <https://www.msun.edu/stuaffairs/disabilityserv/>

Attendance: Attendance is a minimum mandatory requirement of the class if you wish to succeed. Absences will only be excused if notified beforehand and for reasonable reasons. Continued or excessive absence from the class will result in either withdrawal or a failing grade.

Student Conduct:

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Academic Integrity & Plagiarism:

Academic Integrity is required at all times, and is a basic duty of honor as a student at the university. Academic integrity means honesty and responsibility in scholarship. Students and faculty alike must obey rules of honest scholarship, which means that all academic work should result from an individual's own efforts. Intellectual contributions from others must be consistently and responsibly acknowledged. Academic work completed in any other way is fraudulent. Plagiarism is a serious offence and will not be tolerated. All work submitted to this course must be your own. D2L uses a system called Turnitin to detect plagiarism. Section 600 of the MSUN Policy Manual explains the rules in full and can be found at <http://www.msun.edu/admin/policies/600/601-2.aspx>

Preparation:

You are expected to arrive for class fully prepared for the day's subject matter. This means completing all required reading beforehand and being ready to engage with the

material in a proactive manner. Asking questions and discussing the materials will enable you to absorb, understand, and interpret, the information presented far more easily. You should come to class prepared to engage in the lecture rather than merely be a passive observer. Ask questions if there is an issue you may not understand, but please refrain from making comments that bear no relevance to the lecture material.

ASSIGNMENTS & GRADES

Assignments: There are FIVE (5) assignments that you are required to complete in order to achieve a passing grade for the class. EACH ASSIGNMENT IS WORTH 20% OF YOUR FINAL GRADE.

******All Essays ******

PAGE LENGTH: denotes FULL PAGES. 3 -4 means a MINIMUM of three FULL pages of writing. 7-8 pages means a MINIMUM of 7 pages of writing. You may go OVER the page length, but submissions UNDER the page length will have points deducted.

FORMAT: Word document, Times New Roman, 12 Point Font, Double Spaced, 1 inch margins. NO ALTERNATIVES.

CITATIONS: Use footnotes and the 'notes and bibliography' style of Chicago citations used on the following website:

http://www.chicagomanualofstyle.org/tools_citationguide.html NO ALTERNATIVES

All Submissions: Via Dropbox only

ESSAY 1: 3-4 page Dual Nation research essay. Explore the twin websites of a single nation divided by the border (e.g Blackfoot/Blackfeet). What issues have been caused by this duality? How much connection does each nation maintain with each? Are there any collaborative programs that connect the nations culturally, economically, or politically? Are there are disparities in health, wealth, population between the communities? What is the respective relationship with the federal government like for each nation? **DUE TBC**

ESSAY 2: 3-4 page BOOK ESSAY – Choose either Simpson's *Mohawk Interruptus* or McAdam's *Nationhood Interrupted*. What are the major implications of border separation or colonial interruption within the book you choose? How does the author address issues if identity, culture, continuity, and nationhood within the text? What questions are you left with after reading the book? **DUE TBC**

ESSAY 3: 7-8 page RESEARCH essay. Write a research paper discussing ANY topic of your choice within the parameters of the issues and subjects discussed in the course. You must use a MINIMUM of THREE primary source materials and THREE secondary source materials. For the purpose of this essay, newspaper articles, government documents, and websites, count as primary sources, and books and journal articles count

as secondary sources. Use of archival/original tribal/government documents will result in bonus points being awarded.

DEADLINES AS FOLLOWS:

1 PAGE PROPOSAL DUE SUNDAY April 27 @ midnight via D2L
FINAL ESSAY DUE SUNDAY May 1 @ midnight via D2L

**** If you wish me to give feedback on draft versions of either essay before you formally submit them, they must be sent to me 4 days at the latest before the deadline date.**

DISCUSSION/PARTICIPATION:

Maximum participation is recommended to receive a good grade but always remember it is the **QUALITY** of your participation that ensures a good grade and not simply the **QUANTITY**. In other words, asking questions/attending class every week will not automatically guarantee an A grade, especially if you are simply regurgitating lecture material. Contributing articulately and thoughtfully each week will generate a higher grade. You need to show evidence that you are processing and thinking about the material. **QUALITY** and **QUANTITY** are the keywords.

Discussion grade is split into two sections:

- Attendance & Lecture Participation = 50%
- Readings Discussion – **AFTER READING THE MATERIAL BRING AT LEAST ONE DISCUSSION QUESTION TO CLASS EACH WEEK.** = 50%

*Students **MUST** respect each other's views and opinions at all times, especially when in disagreement*

Grading:

Although there are variations in the workload and preparation required for each assignment, they are all graded **equally at 20% per assignment**. The reason for this is to provide you the maximum possible opportunity to receive a strong grade in the classroom. If for some reason, you perform poorly on one assignment, the equal distribution of the grading means that it will not have a catastrophic effect upon the final grade. Equal distribution also means that there is no attempt to prioritize assignments and all are given equal diligence during the semester.

CLASS SCHEDULE

Section 1 – Land and Identity

- Week 1 Introduction**
- Introduction, Syllabus and Overview
- What is a border? What is indigeneity?
Readings: Workbook
- Week 2 In the Beginning**
- Origin Stories and the land...
Readings: McAdam pgs. 1-26
- Week 3 Indigenous Geography of North America**
- Coastal, Great Lakes, Plains and Plateau
- Northern Borderlands, Southern Borderlands, or multiple borderlands?
Readings: McAdam pgs. 27-63
- Week 4 The Middle Ground**
- Traders, Settlers, and negotiated territories
Readings: McAdam pgs. 64-97

Section 2 – Mapping the Medicine Line

- Week 5 Nationhood and Newcomers**
- Negotiating space with Europeans
Readings: Simpson Ch. 1
- Week 6 One People, Two Nations (East)**
- Proclamation Lines, Revolutions, and Border Treaties
Readings: Simpson Ch. 2
- Week 7 Splitting the Great Lakes**
- Anishinaabe disruption in the 1800's
Readings: Simpson Ch. 3-4
- Week 8 Removals, Remappings, and Canadian Confederacy**
- Sending the Chippewa West and the Cree South
- Hudson Bay Company, Canada, & The Metis
Readings: Simpson Ch. 5-7
- Week 9 One People, Two Nations (West)**
- Reducing the Blackfoot Confederacy
- Washington, Oregon and the Pacific Coast
Readings: Workbook
- Week 10 *SPRING BREAK***

Section 3 – (Re)building Nationhood

Week 11 Removing the Border (1)

- This is Indian land – Mohawk Border Closures and US/Canadian responses
- Blackfoot renewal and reconciliations

Readings: Workbook

Week 12 (Re)joining cultural renewals

- Ojibwe journeys across the borders
- Potawatomi dispersal and reconnections

Readings: Wetzel Intro & Part 1

Week 13 (Re)Gathering

- (Re)building the Potawatomi Nation
- (Re)connecting along the Pacific Northwest

Readings: Part 11

Week 14 Removing the Border (2)

- Trans-nationalism, inter-tribalism, and the return of the bison

Readings: Workbook

Week 15 Review

- Whose borders? Whose land? Whose territories? Whose nation(s)?

Readings: Workbook

Week 16 FINALS WEEK

COURSE REVISION FORM

NEW X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College Arts & Sciences Program Area Native American Studies Date 11/18/15

Submitter  Dean Carol A. Reinhard Date 12-11-15
Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

New core course as part of NAS major/minor as per Curriculum Proposal form. *Prerequisite of NASX 105 required*

Please provide the following information:

College: Arts & Sciences
Program Area: Native American Studies
Date: 11/18/2015
Course Prefix & No.: NASX 2--

Course Title: Native Museum Studies
Credits: 3

Required by: NAS Minor

Selective in:
Elective in:
General Education: Category V

Lecture:
Lecture/Lab: X
Gradable Lab:
Contact hours lecture: 2.5
Contact hours lab: .5

Current Catalog Description (include all prerequisites):

Proposed or New Catalog Description (include all prerequisites):

In collaboration with the Louise and Antoinette Hagener Museum of the Northern Montana Plains Indian, this survey of museum studies introduces students to the history of museums and to debates on the philosophical nature of museums. The course covers the types and definitions of museums. It discusses contemporary practice in museums, and examines current issues in the museum profession as it faces the future of museums in the twenty-first century. The course explores museums' missions and their roles in society through case studies and exhibitions in a variety of museums including art, history, and ethnographic museums. The course also contains a practical element in learning how to create and project cultural museum displays.

Course Outcome Objectives:

At the end of the course, the student should be able to:

- Demonstrate an understanding of the history and organization of museums
- Debate museum ethical issues
- Discuss critically, in written and verbal form, current issues in the philosophy of museums, museum missions, representation of the past, interpretation of cultural objects, and the role of museums in society
- Critically evaluate a museum exhibition
- Articulate why museums matter in a self-reflective essay
- Display practical ability to create/articulate a culturally sensitive museum space

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources. Access to the library museum

Updated 09/29/05

Request for Inclusion in the General Education Core

Add to Category	Gen Ed Category	Area Description	Credits Required
	Category I	Communication	6
	Category II	Mathematics	3
	Category III	Natural Sciences with lab	6
	Category IV	Social Sciences/History	6
X	Category V	Cultural Diversity	3
	Category VI	Fine Arts/Humanities	6
	Category VII	Technology	3

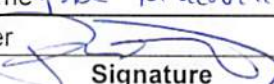
Course submitted for consideration:

College	Subject	Number	Title	Credits
	NASX	2--	Native Museum studies	3

Catalog Description:

Provide a detailed explanation; show evidence, and rationale meeting 80% of the objectives as directly related to the appropriate category I through IX for the proposed course inclusion.

<p>This meets more than 80% of the Category V Gen Ed requirement in the following ways: By examining how indigenous people(s) and communities have been represented in the museum field and potential room for changing representations in the future this course fulfils the requirement to "describe an compare political, socio-economic, philosophical-spiritual, historic, scientific and literary-creative perspectives of various ethnic groups or cultures." This is further reinforced by the course requirement to discuss critically, in written and verbal form, current issues in the philosophy of museums, museum missions, representation of the past, interpretation of indigenous cultural objects, and the role of museums in society</p> <p>Within that framework, the course also requires students to learn how to care for and ethically present indigenous exhibits in a museum space, which will mean directly engaging with cultural material from indigenous communities. This will allow students to meet the Cat V requirements of analyzing "social structures and human behaviours of ethnic groups and cultures."</p>	<p>The very first lecture in the course deals with stereotypes, how we think about museums, how we think about indigenous cultures, and why they matter which links directly to the requirement that students learn "how generalizations are developed and how stereotyping and prejudice are being addressed currently and historically."</p> <p>The primary focus of the course is to learn how best to engage with and correctly present indigenous cultural materials in a museum setting, which make it a perfect fit for a Category V classification.</p>
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Print Name <i>Paul McConville-Jones</i>	Print Name <i>Carol A. Reifschneider</i>
Submitter 	Chair/Dean: <i>Carol A. Reifschneider</i> Date: <i>12-11-15</i>
Signature	Signature (indicates "college" level approval)

NASX
Native Museum Studies

Instructor: Dr. Paul McKenzie-Jones
TIME/PLACE TBC
Office Hours: By appointment/Drop-In
Email: paul.mckenziejones@msun.edu

COURSE DESCRIPTION

In collaboration with the Louise and Antoinette Hagner Museum of the Northern Montana Plains Indian, this survey of museum studies introduces students to the history of museums and to debates on the philosophical nature of museums in relation to indigenous peoples. The course covers the types and definitions of museums, including public, private, and tribal. It discusses contemporary practice in museums, and examines current issues in the museum profession in the twenty-first century. The course also contains a practical element in learning how to create and project cultural museum displays, and the role of the museum as a method of cultural preservation. Central to all of the above, and threaded throughout the semester, is a discussion of how indigenous people have been represented in the museum field in the past and present, and how these representations will change in the future as indigenous communities assert more control over the way their stories are told.

OBJECTIVES

At the end of the course, the student should be able to:

- Demonstrate an understanding of the history and organization of museums
- Debate museum ethical issues in relation to indigenous collections and communities
- Discuss critically, in written and verbal form, current issues in the representation of the past; cross-cultural interpretation of indigenous stories, and the role of museums in modern society
- Critically evaluate/present a museum exhibition
- Articulate why museum representations of indigeneity matter
- Display practical ability to create/articulate a culturally sensitive museum space
- Display a broader understanding of museum as storytellers and gifts from indigenous peoples
- Explain the necessity of indigenous community involvement in the telling of their past and present cultures

REQUIRED READINGS
Assigned Course Packet

Course Administrative Issues

Accommodation:

At MSU-Northern, students with physical or learning disabilities are provided with a variety of services, as directed by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). In order to access these services, students are asked to provide documentation of their disability and meet with Ligia Arango. During the meeting, they will be registered for Disability Services and will discuss the ways in which our program can be effective in meeting their individual needs. For further info. please visit <https://www.msun.edu/stuaffairs/disabilityserv/>

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Assignments: There are FIVE (5) assignments that you are required to complete in order to achieve a passing grade for the class. EACH ASSIGNMENT IS WORTH 20% OF YOUR FINAL GRADE.

******All Essays ******

PAGE LENGTH: denotes FULL PAGES. 3 -4 means a MINIMUM of three FULL pages of writing. 7-8 pages means a MINIMUM of 7 pages of writing. You may go OVER the page length, but submissions UNDER the page length will have points deducted.

FORMAT: Word document, Times New Roman, 12 Point Font, Double Spaced, 1 inch margins. NO ALTERNATIVES.

CITATIONS: Use footnotes and the 'notes and bibliography' style of Chicago citations used on the following website:

http://www.chicagomanualofstyle.org/tools_citationguide.html NO ALTERNATIVES

All Submissions: Via Dropbox only

ESSAY 1: 3-4 pages Incorporating the reading and class material from the first few weeks, write a critical analysis of the historical tensions over representations of culture in museum spaces. Why does it matter how we represent the "other" and who controls the conversations? Why does it matter how the space is used? Be sure to incorporate a discussion on the language of display and why this is important.

ESSAY 2: 3-4 pages Identify an object from the museum collection. Choose a storyline and write a short narrative about your chosen object (1st draft)...describe, analyze & interpret!

PRACTICAL PROJECT: Working with museum staff/curator you must choose a practical assignment that tangibly helps the museum. Choose from a range of cataloging, presentation, curating, preserving, storage, and others that are made available for you. You must complete at least 10 LOGGED hours over a five week period in the semester. Report, signed by your assigned supervisor is due TWO WEEKS before the end of the semester.

FINAL PAPER/PROJECT: You may choose EITHER a 7-8 page RESEARCH essay OR PRACTICAL DISPLAY PROJECT.

ESSAY - Write a research paper discussing ANY topic of your choice within the parameters of the issues and subjects discussed in the course. You must use a **MINIMUM** of **THREE** primary source materials and **THREE** secondary source materials. For the purpose of this essay, newspaper articles, government documents, and websites, count as primary sources, and books and journal articles count as secondary sources. Use of archival/original tribal/government documents will result in bonus points being awarded. **PROJECT** – Choose, with the help of the curator, 3-6 items from the museum inventory. Create a project outline of how you would display these materials, and what the intended story/audience reaction would be. Includes a written report of the project process.

DEADLINES AS FOLLOWS:

1 PAGE PROPOSAL DUE SUNDAY March 15 @ midnight via D2L
FINAL ESSAY DUE SUNDAY May 1 @ midnight via D2L

**** If you wish me to give feedback on draft versions of either essay before you formally submit them, they must be sent to me 4 days at the latest before the deadline date.**

DISCUSSION/PARTICIPATION:

Maximum participation is recommended to receive a good grade but always remember it is the **QUALITY** of your participation that ensures a good grade and not simply the **QUANTITY**. In other words, asking questions/attending class every week will not automatically guarantee an A grade, especially if you are simply regurgitating lecture material. Contributing articulately and thoughtfully each week will generate a higher grade. You need to show evidence that you are processing and thinking about the material. **QUALITY** and **QUANTITY** are the keywords.

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Students MUST respect each other's views and opinions at all times, especially when in disagreement

Grading:

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CLASS SCHEDULE

Week 1 - Introduction

- Stereotypes, how we think about museums, how we think about indigenous cultures, and why they matter

Reading: "Working in Diverse Communities" in Museum & Gallery Education: a Manual of Good Practice; pp. 56-76

Week 2 - Who Owns The Past/Who Owns Native Culture?

- Examining the ethics of displaying cultures

Reading: Course Packet

Week 3 - The Smithsonian, Indian Expos, and "Show" Indians

- Colonial Displays of power. Positioning the Indian as "other."

Reading: Course Packet

Week 4 – Law and the Museum

- The 1928 Meriam Report, the 1935 Historic Sites Act & the 1960 Reservoir Salvage Act

Readings: Course Packet

Week 5 – Law and the Museum cont.

- The 1966 National Historic Preservation Act, the 1978 American Indian Religious Freedom Act & the 1979 Archaeological Resources Protection Act
- NAGPRA and the NMAI

Readings: Course Packet

Week 6 - Museum's Interpretive (and Healing) Role Within the Community

- Who is the "community?" How do we reach a multi-cultural audience, what forms of cultural education can we share, and how do we accomplish this?
- Exhibitions and interpretive frameworks as sites for healing

Readings: "The Museum Educator" in Museum Educator's Handbook; pp. 19-36

ESSAY 1 DUE

Week 7 – Objects, memory, and sites of conscience

- Video: Objects & Memory

Readings: Course Packet

PROJECT PROPOSAL/ESSAY PROPOSAL DUE

Week 8 - Museum as Storyteller

- Language of Storytelling – artifact vs. exhibit.
- Planting the seed & overview, storytelling & visual correlates (the relationship between storytelling and visual forms), conducting the research
- **Homework:** Storytelling methods: which one will you utilize?

Readings: Course Packet

Week 9 - Selecting the Object Image

- Review and discussion, visit to the Library and the Museum collection database, selecting the object; question to think about: Will the image of your chosen object produce well? What kinds of narratives does the object generate? Can a story be told about the technique involved in how the artist produced the art piece?
- **Homework:** Write a short narrative about your chosen object (1st draft)...describe, analyze & interpret!
ESSAY 2 DUE

Week 10 - Spring Break

Week 11 - PRACTICAL - Creating the Museum Experience and indigenizing the space.

- Informal learning, controlling interpretation, creating interpretive frameworks
Reading: Course Packet

Week 12 – PRACTICAL - Creating the Museum Experience cont.

- Mediating techniques, outreach programs
Reading: Course Packet

Week 13 – PRACTICAL - Program Development

- Programming models, case studies of what has and has not been successful, strategic planning, interpreter and docent training
- Video: The Docent Doesn't!
Reading: Course Packet
PRACTICAL PROJECT DUE

Week 14 - Evaluating the Outreach Material

- How to evaluate the audience experience
Reading: Course Packet

Week 15 - Critiquing the Role of Museums as an Interpretive Tool

- What is the museum's role as a mediating experience? How are living and vibrant cultural components presented within exhibits? Have we created a more vibrant space?
- Review
Readings: Course Packet
FINAL ESSAY DUE

Week 16 - Final Exam Week PROJECT PRESENTATIONS

COURSE REVISION FORM

NEW X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College Arts & Sciences Program Area Native American Studies Date 11/18/15

Submitter  Signature _____ Dean Carol A. Rapphmed Date 12-11-15
Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

New core course as part of NAS major/minor as per Curriculum Proposal form
Please provide the following information:

College: Arts & Sciences
Program Area: Native American Studies
Date: 11/18/2015
Course Prefix & No.: NASX 3--

Course Title: Native American Music
Credits: 3

Required by: NAS Minor

Selective in:
Elective in:
General Education: Category V

Lecture: X
Lecture/Lab:
Gradable Lab:
Contact hours lecture: 3
Contact hours lab:

Current Catalog Description (include all prerequisites):

Proposed or New Catalog Description (include all prerequisites):

An introduction to the music and dance of the Native peoples of North America. Students will study traditional, regional, and contemporary music forms from the indigenous populations of North America, from the Southwest, Southeast, Plains, Northwest, Hawaii, and Alaska. You will learn the historical development of musical forms from drum, stomp and throat singing, through resistance against dance bans, to more contemporary musical expressions of ceremonial revival, powwow, Native rock, and Native rap/electro/pop music.

Course Outcome Objectives:

At the end of the course, the student should be able to:

- Demonstrate an understanding of different forms and styles of indigenous North American music forms.
- Discern nuances and differences within regional musical forms.
- Know the general types of instrumentation found in Native American music as well as specific instruments.
- Know the basic values and beliefs associated with music for traditional American Indian/indigenous cultures.
- Know the basic features that distinguish Native American music generally—i.e. use of repetition, vocal-based, use of vocables, connections with daily life and ceremony, ritual, etc.
- Recognize the historical roots of contemporary indigenous music forms.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

Updated 09/29/05

NASX
Native American Music

Instructor: Dr. Paul McKenzie-Jones
TIME/PLACE TBC
Office Hours: By appointment/Drop-In
Email: paul.mckenziejones@msun.edu

COURSE DESCRIPTION

An introduction to the music and dance of the Native peoples of North America. Students will study traditional, regional, and contemporary music forms from the indigenous populations of North America, from the Southwest, Southeast, Plains, Northwest, Hawaii, and Alaska. You will learn the historical development of musical forms from drum, stomp and throat singing, through resistance against dance bans, to more contemporary musical expressions of ceremonial revival, powwow, Native rock, and Native rap/electro/pop music.

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- Know the basic features that distinguish Native American music generally—i.e. use of repetition, vocal-based, use of vocables, connections with daily life and ceremony, ritual, etc.
- Recognize the historical roots of contemporary indigenous music forms.

REQUIRED READINGS

Browner, Tara, ed. 2009. *Music of the First Nations: Tradition and Innovation in Native North America*.
Perea, John Carlos. 2012. *Intertribal Native American Music in the United States*.
New York: Oxford University Press

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Assignments: There are FIVE (5) assignments that you are required to complete in order to achieve a passing grade for the class. **EACH ASSIGNMENT IS WORTH 20% OF YOUR FINAL GRADE.**

******All Essays ******

PAGE LENGTH: denotes FULL PAGES. 3 -4 means a MINIMUM of three FULL pages of writing. 7-8 pages means a MINIMUM of 7 pages of writing. You may go OVER the page length, but submissions UNDER the page length will have points deducted.

FORMAT: Word document, Times New Roman, 12 Point Font, Double Spaced, 1 inch margins. **NO ALTERNATIVES.**

CITATIONS: Use footnotes and the 'notes and bibliography' style of Chicago citations used on the following website:

http://www.chicagomanualofstyle.org/tools_citationguide.html **NO ALTERNATIVES**

All Submissions: Via Dropbox only

ESSAY 1: 3-4 pages Discuss why the government was wrong to make Native music illegal. Aside from the cultural aspects of denying a culture the space to flourish, what did government agents miss in the form, structure, and message of the songs, that they deemed them to be savage and inferior? You may use specific musical genres as part of your discussion.

PRACTICAL PROJECT: Collect 4-5 songs of the same indigenous music genre and collate them in a way that you feel they flow together. Write a 3-4 page description of how and why you chose these songs and put them together in the order you did. What are the similarities between the songs, and what are the differences?

ORAL PRESENTATION: 10-15 presentation discussing the style and structure of any particular musical form discussed in class, whether it be traditional Plains, Inuit, powwow, flute or even contemporary rap. What is the meaning, message and structure of the music. Why did you choose this form, and what can you tell us about it?

FINAL PAPER Write a 6-7 research paper discussing ANY music topic of your choice within the parameters of the issues and subjects discussed in the course. You must use a

MINIMUM of THREE primary source materials and THREE secondary source materials. For the purpose of this essay, newspaper articles, government documents, and websites, songs, count as primary sources, and books and journal articles count as secondary sources. Use of archival/original tribal/government documents will result in bonus points being awarded.

DEADLINES AS FOLLOWS:

1 PAGE PROPOSAL DUE SUNDAY March 15 @ midnight via D2L
FINAL ESSAY DUE SUNDAY May 1 @ midnight via D2L

**** If you wish me to give feedback on draft versions of either essay before you formally submit them, they must be sent to me 4 days at the latest before the deadline date.**

DISCUSSION/PARTICIPATION:

Maximum participation is recommended to receive a good grade but always remember it is the **QUALITY** of your participation that ensures a good grade and not simply the **QUANTITY**. In other words, asking questions/attending class every week will not automatically guarantee an A grade, especially if you are simply regurgitating lecture material. Contributing articulately and thoughtfully each week will generate a higher grade. You need to show evidence that you are processing and thinking about the material. **QUALITY** and **QUANTITY** are the keywords.

Discussion grade is split into two sections:

- Attendance & Lecture Participation = 50%
- Readings Discussion – **AFTER READING THE MATERIAL BRING AT LEAST ONE DISCUSSION QUESTION TO CLASS EACH WEEK.** = 50%

*Students **MUST** respect each other's views and opinions at all times, especially when in disagreement*

Grading:

Although there are variations in the workload and preparation required for each assignment, they are all graded **equally at 20% per assignment**. The reason for this is to provide you the maximum possible opportunity to receive a strong grade in the classroom. If for some reason, you perform poorly on one assignment, the equal distribution of the grading means that it will not have a catastrophic effect upon the final grade. Equal distribution also means that there is no attempt to prioritize assignments and all are given equal diligence during the semester.

CLASS SCHEDULE

Week 1 - Introduction

- Stereotypes, how we think about Native music and why that matters.
- *Reading: Course Packet*

Week 2 – Origins.

- Drums, whistles and flutes, how they are made and why.
 - Video – The Drummer
- Reading: Course Packet*

Week 3 – Music of the Southwest

- Navajo, Hopi, and Apache music
- Reading: TBC*

Week 4 – Music of the Southeast

- Stomp Dancing and the story of the shellshakers
- Readings: TBC*

Week 5 – Music of the Sea

- Pacific Northwest, Canoe journeys and Potlatch
- Readings: TBC*

PRACTICAL PROJECT DUE

Week 6 – The North

- Inuit Drumsongs
 - Throat Singing – past and present
- Readings - TBC*

Week 7 – The Plains

- Pre-reservation ceremony and the meanings of dance
- Readings - TBC*

Week 8 – Dance Bans

- How music became illegal
- Readings: Course Packet*

Week 9 – No drums/new religions

- Native American Flute
 - Native American Church
- Readings: TBC*

ESSAY 1 DUE

Week 10 - Spring Break

Week 11 – Powwow

- Post-allotment musical expression
- Warrior Society revival

Readings: TBC

Week 12 – Powwow

- MC's, Color Guard, and Grand Entry
- Men's dances

Reading: Course Packet

Week 13 – Powwow

- Women's dances
- Specials, giveaways and intertribals

Reading: Course Packet

FINAL ESSAY DUE

Week 14 – Hippies and Indians

- Buffy St, Marie and the indigenous Counterculture

Reading: Course Packet

Week 15 - Contemporary Music

- Native rap, rock, hip-hop, and pop

Reading: Course Packet

Week 16 - Final Exam Week - ORAL PRESENTATIONS During Exam time.

COURSE REVISION FORM

NEW X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College Arts & Sciences Program Area Native American Studies Date 11/18/15

Submitter  Signature Dean Carol A. Reifschneider Date 12-11-15
Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

New core course as part of NAS major/minor as per Curriculum Proposal form.

Please provide the following information:

College: Arts & Sciences
Program Area: Native American Studies
Date: 11/18/2015
Course Prefix & No.: NASX 3--

Course Title: Comparative Indigenous Activism
Credits: 3

Required by: NAS Major/Minor

Selective in:
Elective in:
General Education:

Lecture: X
Lecture/Lab:
Gradable Lab:
Contact hours lecture: 3
Contact hours lab:

Current Catalog Description (include all prerequisites):

Proposed or New Catalog Description (include all prerequisites):

Since the 2007 United Nations Declaration on the Rights of Indigenous Peoples there has been increasing awareness of inter-connected international indigenous issues in non-indigenous settler states. This course will discuss the historic roots of indigenous activism in the 4 countries that initially rejected the Declaration: the United States, Canada, Australia, and New Zealand, and the growing trans-national indigenous solidarity that is erasing those national boundaries and creating a global indigenous movement.

Course Outcome Objectives:

- To consider the historical and contemporary context of the many different forms of activism used globally by Indigenous activists in the twentieth and twenty-first centuries.
- To discuss the many ideologies and cultural factors that motivated these activists in their fight for Indigenous rights.
- To understand the roots of international indigenous collaboration that led to the UN Declaration.
- To the evolving methods and technologies used to express activism, from newsletters and journals to contemporary social media.

- To give students a clear understanding of the differences between activism and militancy in the fight for Indigenous rights and the advancement of Indigenous peoples.
 - To introduce the benefits of interactive dialogue and discussion as a valuable method of intellectual exchange and a building block for analytical analysis.
 - To provide students with the information and tools to enhance their analytical skills and knowledge of the subject matter and produce a final paper useful in academic, personal, and professional development.
 - To help students become equipped in the language and methods of self-advocacy
- Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.**

Updated 09/29/05

*NASX 3--
Comparative Indigenous Activism*

Instructor: Dr. Paul McKenzie-Jones
TIME/PLACE 2.00 – 3.25 p.m. T, Th. Cowan Hall 300
Office Hours: By appointment/Drop-In
Email: paul.mckenziejones@msun.edu

COURSE DESCRIPTION

Since the 2007 United Nations Declaration on the Rights of Indigenous Peoples there has been increasing awareness of inter-connected international indigenous issues in non-indigenous settler states. This course will discuss the historic roots of indigenous activism in the 4 countries that initially rejected the Declaration: the United States, Canada, Australia, and New Zealand, and the growing trans-national indigenous solidarity that is erasing those national boundaries and creating a global indigenous movement.

OBJECTIVES

- To consider the historical and contemporary context of the many different forms of activism used globally by Indigenous activists in the twentieth and twenty-first centuries.
- To discuss the many ideologies and cultural factors that motivated these activists in their fight for Indigenous rights.
- To understand the roots of international indigenous collaboration that led to the UN Declaration.
- To understand the evolving methods and technologies used to express activism, from newsletters and journals to contemporary social media.
- To gain a clear understanding of the differences between activism and militancy in the fight for Indigenous rights and the advancement of Indigenous peoples.
- To understand the benefits of interactive dialogue and discussion as a valuable method of intellectual exchange and a building block for analytical analysis.
- To enhance analytical skills and knowledge of the subject matter and produce a final paper useful in academic, personal, and professional development.
- To become equipped in the language and methods of self-advocacy

REQUIRED READINGS

Ranginui Walker, *"Ka Whawhai Tonu Matou - Struggle Without End"*
Pam Palmater, *Indigenous Nationhood*
Gary Foley et al. *The Aboriginal Tent Embassy*
Noelani Goodyear-Kaopua, *A Nation Rising: Hawaiian Movements for Life, Land, and Sovereignty*

Course Administrative Issues

Accommodation:

At MSU-Northern, students with physical or learning disabilities are provided with a variety of services, as directed by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). In order to access these services, students are asked to provide documentation of their disability and meet with Ligia Arango. During the meeting, they will be registered for Disability Services and will discuss the ways in which our program can be effective in meeting their individual needs. For further info. please visit <https://www.msun.edu/stuaffairs/disabilityserv/>

Attendance: Attendance is a minimum mandatory requirement of the class if you wish to succeed. Absences will only be excused if notified beforehand and for reasonable reasons. Continued or excessive absence from the class will result in either withdrawal or a failing grade.

Student Conduct:

Each student has a responsibility to themselves, their colleagues, and whoever pays their enrollment fees to ensure that an atmosphere conducive to learning is maintained at all times in the classroom. Laptops are allowed in class for the SOLE PURPOSE of note taking. This means that disruptive behavior such as web browsing, cell-phone use, texting, iPod/MP3 listening, newspaper/magazine reading, and social conversations, should be reserved for periods of free time outside of the lecture. DO NOT bring homework/assignments for other classes into this one. Cell phones must be on silent/vibrate and Internet browsers on laptops must be closed. Continued defiance of these rules will result in your expulsion from the class and the banning of laptops for the remainder of the semester. Students should refrain from leaving the classroom early without informing me beforehand. Students must also refrain from packing up materials and belongings until the lecture is over as indicated by the instructor. Each classroom expulsion will result in a mark of absence against your name.

Academic Integrity & Plagiarism:

Academic Integrity is required at all times, and is a basic duty of honor as a student at the university. Academic integrity means honesty and responsibility in scholarship. Students and faculty alike must obey rules of honest scholarship, which means that all academic work should result from an individual's own efforts. Intellectual contributions from others must be consistently and responsibly acknowledged. Academic work completed in any other way is fraudulent. Plagiarism is a serious offence and will not be tolerated. All work submitted to this course must be your own. D2L uses a system called Turnitin to detect plagiarism. Section 600 of the MSUN Policy Manual explains the rules in full and can be found at <http://www.msun.edu/admin/policies/600/601-2.aspx>

Preparation:

You are expected to arrive for class fully prepared for the day's subject matter. This means completing all required reading beforehand and being ready to engage with the

material in a proactive manner. Asking questions and discussing the materials will enable you to absorb, understand, and interpret, the information presented far more easily. You should come to class prepared to engage in the lecture rather than merely be a passive observer. Ask questions if there is an issue you may not understand, but please refrain from making comments that bear no relevance to the lecture material.

ASSIGNMENTS & GRADES

Assignments: There are FIVE (5) assignments that you are required to complete in order to achieve a passing grade for the class. **EACH ASSIGNMENT IS WORTH 20% OF YOUR FINAL GRADE.**

******All Essays ******

PAGE LENGTH: denotes FULL PAGES. 3 -4 means a MINIMUM of three FULL pages of writing. 7-8 pages means a MINIMUM of 7 pages of writing. You may go OVER the page length, but submissions UNDER the page length will have points deducted.

FORMAT: Word document, Times New Roman, 12 Point Font, Double Spaced, 1 inch margins. NO ALTERNATIVES.

CITATIONS: Use footnotes and the 'notes and bibliography' style of Chicago citations used on the following website:
http://www.chicagomanualofstyle.org/tools_citationguide.html NO ALTERNATIVES

Submission: Via Dropbox only

ESSAY 1: 3-4 page BOOK ESSAY – question to be provided DUE Sunday February 12 @ midnight via D2L

ESSAY 2: 3-4 page Twitter/News/website Report – Choose from a list of twitter accounts/activist websites and find out as much about the movement, motivation, results of the campaign(s) that you are following. Thus far, how successful is social media in raising awareness of this/these issue(s). You must choose and account from AT LEAST TWO different countries. DUE Sunday March 13 @ midnight via D2L

PROJECT: Choose a cause and create a movement, either via social media or a project of some other method. If the movement involves protests or blockades it is more beneficial to create a theoretical model than actively seek to break the law. Why did you choose the cause you did? How would you/did you measure the success of your movement? Would this movement work in a real world environment? How did you decide upon the model of protest to use? How does the movement cross national settler boundaries and connect with global indigeneity?

ESSAY 3: 8-10 page RESEARCH essay. Write a research paper discussing ANY topic of your choice within the parameters of the issues and subjects discussed in the course. You must use a **MINIMUM** of **THREE** primary source materials and **THREE** secondary source materials. For the purpose of this essay, newspaper articles, government documents, and websites, count as primary sources, and books and journal articles count as secondary sources.

DEADLINES AS FOLLOWS:

1 PAGE PROPOSAL DUE SUNDAY April 27 @ midnight via D2L
FINAL ESSAY DUE SUNDAY May 1 @ midnight via D2L

****** If you wish me to give feedback on draft versions of either essay before you formally submit them, they must be sent to me **4 days** at the latest before the deadline date.

DISCUSSION/PARTICIPATION:

Maximum participation is recommended to receive a good grade but always remember it is the **QUALITY** of your participation that ensures a good grade and not simply the **QUANTITY**. In other words, asking questions/attending class every week will not automatically guarantee an A grade, especially if you are simply regurgitating lecture material. Contributing articulately and thoughtfully each week will generate a higher grade. You need to show evidence that you are processing and thinking about the material. **QUALITY** and **QUANTITY** are the keywords.

Discussion grade is split into two sections:

- Attendance & Lecture Participation = 50%
- Readings Discussion – **AFTER READING THE MATERIAL BRING AT LEAST ONE DISCUSSION QUESTION TO CLASS EACH WEEK.** = 50%

*Students **MUST** respect each other`s views and opinions at all times, especially when in disagreement*

Grading:

Although there are variations in the workload and preparation required for each assignment, they are all graded **equally at 20% per assignment**. The reason for this is to provide you the maximum possible opportunity to receive a strong grade in the classroom. If for some reason, you perform poorly on one assignment, the equal distribution of the grading means that it will not have a catastrophic effect upon the final grade. Equal distribution also means that there is no attempt to prioritize assignments and all are given equal diligence during the semester.

CLASS SCHEDULE

- Week 1 Introduction**
- Introduction, Syllabus and Overview
 - Discussion of the United Nations Declaration on the Rights of Indigenous Peoples
- Readings: UNDRIP*

Section 1 – Comparative Colonial Encounters

- Week 2 A Brief History of the United States**
Readings: TBC
- Week 3 From Empire to Canadian Confederation**
Readings: TBC
- Week 4 A “settled colony” and Administrative Flexibility - Australia**
Readings: TBC
- Week 5 Aotearoa and the Treaty of Waitangi**
Readings: TBC

Section 2 – The Global Indigenous 1960s

- Week 6 Red Power in the USA - Youth Councils, Workshops, and Fish-Ins**
Readings: TBC
- Week 7 The Red Response to the Canadian White Paper**
Readings: TBC
- Week 8 Healthcare, Freedom Riders, & Citizenship in Australia**
Readings: TBC
- Week 9 The Long Walk and Land Occupations in Aotearoa**
Readings: TBC
- Week 10 *SPRING BREAK***

Section 3 - The Indigenous 21st Century

- Week 11 Re-defining Indigeneity – George Manuel and the World Council of Indigenous Peoples**
Readings: TBC
- Week 12 Indigenizing the Academy - The creation of NAISA and academic trans-national indigenous studies**
Readings: TBC

- Week 13** **Land, resource extraction, and water**
- Comparative process of contemporary removal in each of the settler states
Readings: TBC
- Week 14** **Digital Indigeneity – erasing borders through indigenous networks**
Readings: TBC
- Week 15** **Indigenizing the future – politics, culture, respect, and reconciliation**
Readings: TBC
- Week 16** **FINALS WEEK**

COURSE REVISION FORM

NEW X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College Arts & Sciences Program Area Native American Studies Date 11/18/15

Submitter  Dean Carol A. Peufko Date 12-11-15
Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

New core course as part of NAS major/minor as per Curriculum Proposal form

Please provide the following information:

College: Arts & Sciences
Program Area: Native American Studies
Date: 11/18/2015
Course Prefix & No.: NASX 439

Course Title: American Indian Art
Credits: 3

Required by: NAS Minor

Selective in:

Elective in:

General Education: Category V

Lecture: X

Lecture/Lab:

Gradable Lab:

Contact hours lecture: 3

Contact hours lab:

Current Catalog Description (include all prerequisites):

This course presents an overview and analysis of Native American art forms, techniques, and traditions. It will discuss background and interpretation of traditional and contemporary styles and symbols important to both tribal and individual expression. Course includes discussion of tribal arts and crafts associations, markets and exhibitions, and federal laws.

Proposed or New Catalog Description (include all prerequisites):

Course Outcome Objectives:

- Demonstrate an understanding of the history of American Indian art
- Identify components of tradition and identity in contemporary art forms
- Debate knowledge of the various themes, issues, and influences of key American Indian artists
- Show clear understanding of art history's relationship with (museum) anthropology
- Demonstrate, through class discussion and writing assignments, an awareness of the (sometimes conflicted) interdisciplinary scholarship that Native art has stimulated.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

Updated 09/29/05

NASX 4--
American Indian Art

Instructor: Yvonne Tiger

TIME/PLACE TBC

Office Hours: By appointment/Drop-In

Email: paul.mckenziejones@msun.edu

COURSE DESCRIPTION

This course presents an overview and analysis of Native American art forms, techniques, and traditions. It will discuss background and interpretation of traditional and contemporary styles and symbols important to both tribal and individual expression. Course includes discussion of tribal arts and crafts associations, markets and exhibitions, and federal laws.

OBJECTIVES

At the end of the course, the student should be able to:

- Demonstrate an understanding of the history of American Indian art
- Identify components of tradition and identity in contemporary art forms
- Debate knowledge of the various themes, issues, and influences of key American Indian artists
- Show clear understanding of art history's relationship with (museum) anthropology
- Demonstrate, through class discussion and writing assignments, an awareness of the (sometimes conflicted) interdisciplinary scholarship that Native art has stimulated.

REQUIRED READINGS

Assigned Course Packet

Course Administrative Issues

Accommodation:

At MSU-Northern, students with physical or learning disabilities are provided with a variety of services, as directed by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). In order to access these services, students are asked to provide documentation of their disability and meet with Ligia Arango. During the meeting, they will be registered for Disability Services and will discuss the ways in which our program can be effective in meeting their individual needs. For further info, please visit <https://www.msun.edu/stuaffairs/disabilityserv/>

Attendance: Attendance is a minimum mandatory requirement of the class if you wish to succeed. Absences will only be excused if notified beforehand and for reasonable reasons. Continued or excessive absence from the class will result in either withdrawal or a failing grade.

Student Conduct:

Each student has a responsibility to themselves, their colleagues, and whoever pays their enrollment fees to ensure that an atmosphere conducive to learning is maintained at all times in the classroom. Laptops are allowed in class for the SOLE PURPOSE of note taking. This means that disruptive behavior such as web browsing, cell-phone use, texting, iPod/MP3 listening, newspaper/magazine reading, and social conversations, should be reserved for periods of free time outside of the lecture. DO NOT bring homework/assignments for other classes into this one. Cell phones must be on silent/vibrate and Internet browsers on laptops must be closed. Continued defiance of these rules will result in your expulsion from the class and the banning of laptops for the remainder of the semester. Students should refrain from leaving the classroom early without informing me beforehand. Students must also refrain from packing up materials and belongings until the lecture is over as indicated by the instructor. Each classroom expulsion will result in a mark of absence against your name.

Academic Integrity & Plagiarism:

Academic Integrity is required at all times, and is a basic duty of honor as a student at the university. Academic integrity means honesty and responsibility in scholarship. Students and faculty alike must obey rules of honest scholarship, which means that all academic work should result from an individual's own efforts. Intellectual contributions from others must be consistently and responsibly acknowledged. Academic work completed in any other way is fraudulent. Plagiarism is a serious offence and will not be tolerated. All work submitted to this course must be your own. D2L uses a system called Turnitin to detect plagiarism. Section 600 of the MSUN Policy Manual explains the rules in full and can be found at <http://www.msun.edu/admin/policies/600/601-2.aspx>

Preparation:

You are expected to arrive for class fully prepared for the day's subject matter. This means completing all required reading beforehand and being ready to engage with the material in a proactive manner. Asking questions and discussing the materials will enable

you to absorb, understand, and interpret, the information presented far more easily. You should come to class prepared to engage in the lecture rather than merely be a passive observer. Ask questions if there is an issue you may not understand, but please refrain from making comments that bear no relevance to the lecture material.

ASSIGNMENTS & GRADES

Students will be assessed in six cognitive categories

1. **Knowledge.** Recall data or information. Key words, defines, describes, identifies, names, outlines, recalls, recognizes, states. For example, in our seminar discussions you will define one goal or thesis of a particular essay/ work of art; you will identify the key issues the author is investigating; you will be able to state the author's main conclusions; you will recall the historical sequence in the essay or the names of, and key facts about, the subjects of the essay.
2. **Comprehension:** Understand the meaning. Key words: comprehends, distinguishes, explains, generalizes, interprets, paraphrases, summarizes, translates. For example, more than just recall the author's main conclusions, you should be able to articulate, summarize, or paraphrase (use your own words) the significance of those conclusions. This does not mean, necessarily, agreeing with those conclusions, but performing, either orally or in writing, an understanding of them.
3. **Application:** Use a concept in a new situation or unprompted use of an abstraction. Applying what was learned in the classroom in your work/practice (or in another, different classroom context; more about this below). Key words: applies, changes, constructs, demonstrates, discovers, manipulates, predicts, relates, shows, solves, uses. For example, are you able to use/apply concepts or ideas comprehended in one essay in the evaluation and analysis of different essays? Can you discover what is common in a series of texts and predict why it won't be found in certain others? Can you use the lessons learned in one research context in another one? Can you go back and solve the intellectual dilemma raised by the readings in week four, let's say, by applying the ideas or methods revealed in week seven?
4. **Analysis:** Separates material or concepts into component parts so that its organizational structure may be understood; distinguishes between facts and inferences. Key words: analyzes, breaks down, compares, contrasts, deconstructs, differentiates, distinguishes, illustrates, selects, separates. For example, can you recognize the logical fallacies in reasoning in a text? Can you separate the documentary facts the author presents from inferences they draw? Can you compare and contrast different texts in terms of their rhetorical structures (how they are organized and are they convincing or not)? Think of a text like a case

presented by a trial lawyer; can you break down the structure of the argument and interrogate the logic of it?

5. **Synthesis:** Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure. Key words: combines, compiles, creates, designs, explains, generates, organizes, reconstructs, relates, revises, rewrites, tells, writes. Synthesis and evaluation (see category 6) are intimate partners, yes? For our purposes, this is about writing reviews, critiques, and term papers. Can you combine and compile information/meaning from your reading and research into something that is your own? Can you tell, write, revise, and/or rewrite and thus generate original content that is credible and convincing?

6. **Evaluation:** Evaluation: make judgments about the value of ideas or materials. Key words: appraises, compares, concludes, criticizes, critiques, defends, describes, discriminates, evaluates, interprets, justifies, summarizes, supports. Now, I might be willing to argue that in a seminar on historiography, you will be performing cognitive category six before category five. That is, to write an original and meaningful essay about the historiography of Native American art. You must first critique, evaluate, etc., the historical material. That kind of evaluation will position you to synthesize and produce your material. In any case, these categories give you goals and tasks (recall, interpret, apply, deconstruct, organize, critique, create) to focus on. Your reading and writing should maintain an awareness of these cognitive categories. This helps you read and write critically, analytically, and creatively.

CLASS SCHEDULE

- Week 1 - Introduction**
- The history of American Indian art
Readings: Course Packet
- Week 2 – Berlo: The Formative years of Native American Art history**
Readings: Course Packet
- Week 3 – Mythmaking and basket weaving in the American (Indian) West**
Readings: Course Packet
- Week 4 – Salish Basketry and Yurok-Karok Basket weavers**
Readings: Course Packet
- Week 5 – Archeological Earthwares and Sacred Pipes**
Readings: Course Packet
- Week 6 – Woodland Art in the Historic Period**
Readings: Course Packet
- Week 7 – Artifacts and pictures in Plains Indian history**
Readings: Course Packet
- Week 8 – Meaning and Tradition in American Indian Art**
Readings: Course Packet
- Week 9 – The Individual in American Indian Art**
Readings: Course Packet
- Week 10 - Spring Break**
- Week 11 – The Native Roots of the Modern Era**
Reading: Course Packet
- Week 12 – New Discourses, Old Differences**
Reading: Course Packet
- Week 13 – Curating American Indian Art and the NMAI**
Readings: Course Packet
- Week 14 – New Modernities in a “post-Indian” world**
Reading: Course Packet
- Week 15 - The Meaning of American Indian Art**
Readings: Course Packet
FINAL ESSAY DUE
- Week 16 - Final Exam Week**

COURSE REVISION FORM

NEW X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College Arts & Sciences Program Area Native American Studies Date 11/18/15

Submitter  Signature _____ Dean Carol A. Raphael Date 12-11-15
Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

*New core course as part of NAS major/minor as per Curriculum Proposal form.
Prerequisite of NASX 2 Indigenous Methods required*

Please provide the following information:

College: Arts & Sciences
Program Area: Native American Studies
Date: 11/18/2015
Course Prefix & No.: NASX 4--

Course Title: Native Studies Research Capstone
Credits: 3

Required by: NAS Minor

Selective in:

Elective in:

General Education: Category V

Lecture: X

Lecture/Lab:

Gradable Lab:

Contact hours lecture: 3

Contact hours lab:

Current Catalog Description (include all prerequisites):

Proposed or New Catalog Description (include all prerequisites):

The Senior Seminar is designed as a capstone experience for Native American Studies majors, bringing together critical thinking, research, and communication skills. It provides a culminating experience giving students the opportunity to incorporate knowledge gained through previous coursework. Students will integrate this knowledge into a final project.

Course Outcome Objectives:

- Substantively research a topic related to their focus within the NAS major
- Sharpen various methodological, analytical and theoretical tools acquired through previous coursework.
- Display skill in archival research skills
- Display skill in writing clearly and persuasively, thinking critically, and giving oral presentations.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

Updated 09/29/05

**NASX 4—
Senior Research Capstone**

Instructor: Dr. Paul McKenzie-Jones

TIME/PLACE 2.00 – 3.25 p.m. T, Th. Cowan Hall 300

Office Hours: By appointment/Drop-In

Email: paul.mckenziejones@msun.edu

COURSE DESCRIPTION

The Senior Seminar is designed as a capstone experience for Native American Studies majors, bringing together critical thinking, research, and communication skills. It provides a culminating experience giving students the opportunity to incorporate knowledge gained through previous coursework. Students will integrate this knowledge into a final project.

OBJECTIVES

- Substantively research a topic related to their focus within the NAS major
- Sharpen various methodological, analytical and theoretical tools acquired through previous coursework.
- Display skill in archival research skills
- Display skill in writing clearly and persuasively, thinking critically, and giving oral presentations.

REQUIRED READINGS

Devon Mihesuah – *So You Want to Write about American Indian?*

Course Administrative Issues

Accommodation:

At MSU-Northern, students with physical or learning disabilities are provided with a variety of services, as directed by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). In order to access these services, students are asked to provide documentation of their disability and meet with Ligia Arango. During the meeting, they will be registered for Disability Services and will discuss the ways in which our program can be effective in meeting their individual needs. For further info. please visit <https://www.msun.edu/stuaffairs/disabilityserv/>

Attendance: Attendance is a minimum mandatory requirement of the class if you wish to succeed. Absences will only be excused if notified beforehand and for reasonable reasons. Continued or excessive absence from the class will result in either withdrawal or a failing grade.

Student Conduct:

Each student has a responsibility to themselves, their colleagues, and whoever pays their enrollment fees to ensure that an atmosphere conducive to learning is maintained at all times in the classroom. Laptops are allowed in class for the SOLE PURPOSE of note taking. This means that disruptive behavior such as web browsing, cell-phone use, texting, iPod/MP3 listening, newspaper/magazine reading, and social conversations, should be reserved for periods of free time outside of the lecture. DO NOT bring homework/assignments for other classes into this one. Cell phones must be on silent/vibrate and Internet browsers on laptops must be closed. Continued defiance of these rules will result in your expulsion from the class and the banning of laptops for the remainder of the semester. Students should refrain from leaving the classroom early without informing me beforehand. Students must also refrain from packing up materials and belongings until the lecture is over as indicated by the instructor. Each classroom expulsion will result in a mark of absence against your name.

Academic Integrity & Plagiarism:

Academic Integrity is required at all times, and is a basic duty of honor as a student at the university. Academic integrity means honesty and responsibility in scholarship. Students and faculty alike must obey rules of honest scholarship, which means that all academic work should result from an individual's own efforts. Intellectual contributions from others must be consistently and responsibly acknowledged. Academic work completed in any other way is fraudulent. Plagiarism is a serious offence and will not be tolerated. All work submitted to this course must be your own. D2L uses a system called Turnitin to detect plagiarism. Section 600 of the MSUN Policy Manual explains the rules in full and can be found at <http://www.msun.edu/admin/policies/600/601-2.aspx>

Preparation:

You are expected to arrive for class fully prepared for the day's subject matter. This means completing all required reading beforehand and being ready to engage with the material in a proactive manner. Asking questions and discussing the materials will enable

you to absorb, understand, and interpret, the information presented far more easily. You should come to class prepared to engage in the lecture rather than merely be a passive observer. Ask questions if there is an issue you may not understand, but please refrain from making comments that bear no relevance to the lecture material.

ASSIGNMENTS & GRADES

Research project

A thesis paper approximately 10-15 pages long will be completed in several steps, with opportunities along the way to meet in individual conference with the instructor. Failure to complete a satisfactory final paper will result in automatic failure for the course.

Essay breakdown is as follows:

- Prospectus. This is a 1-2 page summary of the paper you expect to write. It should put forward your tentative thesis and indicate the main sources you will draw upon to develop that thesis. **Due By Week 2**
- Annotated bibliography. Compile a bibliography of approximately 10-15 books, articles, and/ or websites that appear to be the best sources for your topic. Each bibliographic item should be accompanied by a one-sentence annotation indicating its relevance and value for your purpose. **Due by Week 6**
- First draft. Like your final paper, this should be done using word processing software with a 12-point font and 1" margins. Use footnotes or endnotes in proper format. The more polished your first draft, the better off you will be for doing an effective oral presentation and making revisions toward a first-rate final product. **Due By Week 10**
- Oral presentations (2). 1st presentation accompanies your 1st draft. Second accompanies your final draft. Plan to talk for 20-30 minutes, leaving time for questions at the end. Let me know if you would like to incorporate audio-visual aids in your presentation. **Due in Weeks 10 & 15**
- Final paper. This is the big one! Make it something to be proud of Includes a bibliography . **Due in Week 15**

CLASS SCHEDULE

Most meetings will be held on an individual basis throughout the semester. There will be several class meetings spread over the course of the semester in which you will discuss the progress of your topics with each other as a group.

May 19-20, 2016

ITEM 171-2804-R0516

Request for Authorization to Offer a Wastewater Treatment Certificate

THAT

The Montana Board of Regents grants Montana State University Northern approval to offer a Wastewater Treatment Certificate at Montana State University Northern.

EXPLANATION

The purpose of this curriculum proposal is to add a departmental certificate program to MSU Northern's Water Quality Technology: Environmental Health Associate of Applied Science (AAS) degree program. This proposal is unique and innovative in that it utilizes; courses that are already a part of the AAS Water Quality Technology program as well as; courses that are already a part of the Montana Environmental Training Center's (METC) programs, which house at MSU Northern, to recertify licensed wastewater treatment operators in the state of Montana.

ATTACHMENTS

Academic Proposal Request Form
Curriculum Proposal Form
Attachment 1 – Course Forms

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Item Number: 171-2804-R0516

Meeting Date: May 19-20, 2016

Institution: Montana State University Northern

CIP Code: _____

Program Title: Water Quality Certificate – Wastewater Treatment Certificate

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit the [Academic Affairs Handbook](#).

 A. Notifications:

Notifications are announcements conveyed to the Board of Regents at the next regular meeting.

 1a. Placing a program into moratorium (Document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)

 1b. Withdrawing a program from moratorium

 2. Intent to terminate an existing major, minor, option or certificate – Step 1 (Phase I Program Termination Checklist)

 3. Campus Certificates- Adding, re-titling, terminating or revising a campus certificate of 29 credits or less

 4. BAS/AA/AS Area of Study

 B. Level I:

Level I proposals are those that may be approved by the Commissioner of Higher Education. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the Board.

 1. Re-titling an existing major, minor, option or certificate

 2. Adding a new minor or certificate where there is a major or an option in a major (Curriculum Proposal Form)

 3. Revising a program (Curriculum Proposal Form)

 4. Distance or online delivery of an existing degree or certificate program

 5. Terminating an existing major, minor, option or certificate – Step 2 (Completed Program Termination Checklist)

 Temporary Certificate or AAS Degree Program

Approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the proposal to go through the normal Level II Proposal approval process.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

C. Level I with Level II Documentation:

This type of proposal may go to the Board as a Level I item if all Chief Academic Officers are in agreement. If consensus among the Chief Academic Officers is not reached, however, the item will go to the Board as a Level II request.

1. Consolidating existing programs and/or degrees (Curriculum Proposal Form)

D. Level II:

Level II proposals require approval of the Board of Regents. These requests will go to the Board in a two-meeting format, the first being as informational and the second as action.

1. Re-titling a degree (ex. From B.A. to B.F.A)

2. Adding a new minor or certificate where there is no major or option in a major (Curriculum Proposal Form)

3. Establishing a new degree or adding a major or option to an existing degree (Curriculum Proposal Form)

4. Forming, eliminating or consolidating a college, division, school, department, institute, bureau, center, station, laboratory or similar unit (Curriculum Proposal Form or Center Proposal Form, except when eliminating or consolidating)

5. Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit

Specify Request:

This proposal is unique and innovative in that it utilizes; courses that are already a part of the AAS Water Quality Technology program as well as; courses that are already a part of the Montana Environmental Training Center's (METC) programs, which is housed at MSU Northern, to recertify licensed water treatment, water distribution system, wastewater treatment, industrial wastewater and on-site waste water operators in the state of Montana.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

1. Overview

The purpose of this curriculum proposal is to add a department certificate program to MSU Northern's Water Quality Technology: Environmental Health Associate of Applied Science (AAS) degree program. This proposal is unique and innovative in that it utilizes; courses that are already a part of the AAS Water Quality Technology program as well as; courses that are already a part of the Montana Environmental Training Center's (METC) programs, which is housed at MSU Northern, to recertify wastewater treatment operators in the state of Montana.

2. Provide a one paragraph description of the proposed program. Be specific about what degree, major, minor or option is sought.

To obtain a departmental certificate Wastewater Treatment, the program requires completion of all classes specifically designed for the certificate program. The curriculum is multi-entry and can be completed in one year. Classes are offered using various delivery methods such as on-line classes (Desire2Learn), classroom, and short courses. Students can begin a certificate program with any of the required classes at any time. After completing the certificate program students will have the basic knowledge needed for entry level employment in wastewater treatment. Students will be ready to sit for the Montana State Certification Examination and become certified as an "Operator-in-Training" in their chosen field. Students will also have specific knowledge of drinking water and/or wastewater systems that employers have identified as pertinent for job applicants to have prior to employment. Or students can roll their one year certificate into their first year of the AAS degree in Water Quality Technology and only have one year left to complete the AAS Water Quality Technology degree.

3. Need

A. To what specific need is the institution responding in developing the proposed program?

The need for water and wastewater operators in municipal and private water and wastewater systems is nearing critical mass, not only nationally but right here in Montana, with the average age of certified operators being 45. Many more operators are retiring from systems than are entering systems especially in small systems, of which Montana has many. This proposal aims to bring students interested in working in both large and small municipalities and small municipalities into the field. Then provide them with enough information in one year that they can sit for the state certification exam and successfully pass the exam the first time. Hopefully by completing the certificate program they will see the value in the Water quality program and how close they are to having the AAS degree and continue on and complete the Water Quality Technology AAS degree thus making them even more valuable to an employer.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

B. How will students and any other affected constituencies be served by the proposed program?

Those students looking to get into the work force quickly can complete the certificate within one year, sit for a state exam and apply for a job. Or they can be working on a certificate, apply for a job and get a job, complete the certificate and then sit for the exam.

This program will provide graduates of MSU Northern's Civil Engineering Technology Bachelor of Science degree program, Plumbing Technology Associate of Applied Science Technology program, and Water Quality Associate of Applied Science Technology Program more avenues of employment. By completing one of the four certificates in the water quality program not only will they be earning a departmental certificate from MSU Northern but by completing the required Backflow Prevention Assembly Testers core course they will be nationally certified as a backflow prevention assembly tester and by sitting for a state of Montana operator certification exam they will be certified by the state of Montana as an Operator-in-Training as Wastewater Operator.

Other constituencies (water and wastewater operators, sanitarians, engineers, plumbers, and industry representatives) already utilizing the Montana Environmental Training Center's programs that may benefit from the certificate program are those water and wastewater operators already working in municipalities and other systems who would like to further their education and would see these certificate programs as a way to do so by being able to take online courses and get college credit for taking some of METC's courses.

C. What is the anticipated demand for the program? How was this determined?

Anticipated demand for this program is high, if as many courses as possible are offered as online courses by MSU Northern and short three to five day courses by METC. This format is highly desirable for those already working in the industry and for those that are place bound across the state wishing to get into the industry. In addition, some of Montana's larger municipalities are voicing interest in this program format to the METC Interim Director as a possible method for personnel training. In 2009 the Interim Director also had a list of 126 potential students whom could still possibly be potential students.

Demand for the MSU Northern's AAS Water Quality Technology program first surfaced in 2009 1) when the Montana Environmental Training Center began conducting surveys for the need of the program to return and 2) when then MSU Northern Provost Joe Callahan began receiving letters from those in the water and wastewater industry including municipalities large and small, state agencies, engineering firms and even the Environmental Protection Agency. This prompted the Provost to encourage the Board of Regents to lift the moratorium. Since this time, the Montana Department of Environmental Quality (DEQ) has noted an increase in the lack of trained operators for systems in Montana. In addition, the US EPA has identified the water and wastewater industry as an area for returning military veterans to find employment.

In March of 2009 the DEQ's Water and Wastewater Operator Certification program provided METC the following data: 224 (14%) active operators in Montana were 62 years of age or older. And, another 82 active operators were between the ages of 60 and 62 (5.1%). Thus, 19.1% of the 1,602 certified water and wastewater operators in Montana in 2009 were over the age of 60 and closing in on retirement.

The January/February 2011 edition of Water Efficiency stated that "In the study done by the American Water Works Association (AWWA) and the Water Environment Federation (WEF) the highest level of need for non-administrative employees was in the area of certified plant operators in both drinking and wastewater plants." AWWA also identified in its 2010 State of the Industry report workforce issues as one of the top five topics of concern. This problem has been increasing in intensity since AWWA first brought its concern to the

Montana Board of Regents
CURRICULUM PROPOSAL FORM

attention of the industry in 2005. It is now estimated that 40% of the workforce will retire in the next 10 years.

Every public community, which is defined as 15 hook-ups or having a population of 25 full-time residents, requires a certified water treatment operator and wastewater treatment operator to monitor, report data, operate and maintain its water and wastewater treatment systems. The demand for students from the water quality program has increased by at least 100 percent. Salaries for water quality technicians range from \$20,000 up to \$50,000 per year.

4. Institutional and System Fit

A. What is the connection between the proposed program and existing programs at the institution?

Currently, MSU Northern is the only institution in Montana that provides an AAS degree for students seeking employment as water and wastewater operators. Most of the core courses for the proposed program are courses that are part of MSU Northern's AAS Water Quality Technology degree or METC's recertifying programs.

B. Will approval of the proposed program require changes to any existing programs at the institution? If so, please describe.

It will add some courses to the curriculum and require that METC attached assignments and a grading system to those courses which will become a part of the certificate program.

C. Describe what differentiates this program from other, closely related programs at the institution (if appropriate).

Not appropriate, no closely related programs at MSU Northern.

D. How does the proposed program serve to advance the strategic goals of the institution?

The proposed program serves to provide education that can be used directly and immediately in the water and wastewater industry. Completion of the program prepares students to sit for the state certification exams. This is a tenant of the mission of MSU Northern.

E. Describe the relationship between the proposed program and any similar programs within the Montana University System. In cases of substantial duplication, explain the need for the proposed program at an additional institution. Describe any efforts that were made to collaborate with these similar programs; and if no efforts were made, explain why. If articulation or transfer agreements have been developed for the substantially duplicated programs, please include the agreement(s) as part of the documentation.

No other similar programs exist within the Montana University System.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

5. Program Details

A. Provide a detailed description of the proposed curriculum. Where possible, present the information in the form intended to appear in the catalog or other publications. NOTE: In the case of two-year degree programs and certificates of applied science, the curriculum should include enough detail to determine if the characteristics set out in Regents’ Policy 301.12 have been met.

Wastewater Treatment Option – Total Credits Required = 30

Core Courses (22 credits) required for each certificate would be:

TSCI 110	Intro to Water & Wastewater	online	4 credits
METC	Environmental Health & Safety for W/WW Operators	online	1 credit
MATH 111	Technical Math	online	3 credits
AGTE 206	Applied Water Hydraulics	online	3 credits
WRIT 108	Elementary Technical Writing	online	3 credits
COMX 115	Intro to Interpersonal Communications	online	3 credits
METC	Backflow Assembly Testers Course	traditional	3 credits
METC	Spring, Summer or Fall Water Schools	traditional	<u>2 credits</u>
			22 credits

Required Courses (8 credits)

TSCI 231	Wastewater Processes	online	3 credits
TSCI 232	Wastewater Process Lab	traditional	2 credits
EPA	Wastewater	CD-ROM	1 credit
METC	On-site Wastewater Systems		1 credit
METC	Industrial Wastewater Treatment		<u>1 credit</u>
			8 credits

B. Describe the planned implementation of the proposed program, including estimates of numbers of students at each stage.

Anticipated demand for this program is high, if as many courses as possible are offered online by MSU Northern and as short three to five day courses by METC. This format is highly desirable for those already working in the industry and for those that are place bound across the state wishing to get into the industry. In addition, some of Montana’s larger municipalities are voicing interest in this program format as a possible method for personnel training and advancement. In 2009 METC’s Director has a list of 126 potential students whom could still be potential students.

The need for water and wastewater operators in municipal and private water and wastewater systems is nearing critical mass, not only nationally but right here in Montana, with the average age of certified operators being 52 in Montana. Many more operators are retiring from systems than are entering systems especially in small systems, of which Montana has many.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

6. Resources

- A. Will additional faculty resources be required to implement this program? If yes, please describe the need and indicate the plan for meeting this need.**

Most likely not as the plan is to use the current faculty to teach Northern's courses and to use METC's staff and instructors to teach the METC courses.

- B. Are other, additional resources required to ensure the success of the proposed program? If yes, please describe the need and indicate the plan for meeting this need.**

No.

7. Assessment

How will the success of the program be measured?

In four ways.

- 1) By enrollment in the certificate programs and graduates from the certificate programs.
- 2) By increased enrollment in the AAS program and graduates from the AAS program.
- 3) By increased number of certified water and wastewater operators in Montana.
- 4) By graduates employed as operators and technicians in-state and out-of-state.

8. Process Leading to Submission

Describe the process of developing and approving the proposed program. Indicate, where appropriate, involvement by faculty, students, community members, potential employers, accrediting agencies, etc.

MSU Northern's Faculty approved the program. MSU Northern students in the BS Civil Engineering, AAS Plumbing and AAS Water Quality Technology degree programs were reviewed and provided input as to the value of the certificate program to students. An advisory committee was made up of managers and operators as well as other professionals in the field. The committee advised MSU Northern on the curriculum content and made suggestions on how to deliver the certificate programs from a distance and possible on-site workshops.

COURSE REVISION FORM

NEW X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College CEASN Program Area Environmental Health & Safety for Water & Wastewater Personnel Date _____
Submitter Carol A. Raphael Dean Carol A. Raphael Date 9-15-14
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):
This course is part of the proposed courses for the water quality certificate programs. It is designed to introduce health and safety techniques used in water and wastewater operations.

Please provide the following information:

College: CEASN
Program Area: Water Quality
Date: 10/30/12
Course Prefix & No.: TSCI 1xx

Course Title: Environmental Health & Safety for Water & Wastewater Personnel
Credits: 1 credit

Required by: Water Quality – all certificates

Selective in:

Elective in:

General Education:

Lecture: XXX

Lecture/Lab:

Gradable Lab:

Contact hours lecture: 15 hours

Contact hours lab:

Current Catalog Description (include all prerequisites):

There is no current description.

Proposed or New Catalog Description (include all prerequisites):

Provide students with fundamental knowledge of maintaining a safe, healthful work environment, as well as protecting the local community and environment from potential hazards generated by water and wastewater system activities.

Course Outcome Objectives:

Students who successfully complete this course will have gained the knowledge to protect themselves against (1) blood borne pathogens and (2) heat and cold stress as well as the importance of (1) personal protective equipment, (2) hearing protection, (3) respiration protection, (4) hazard communication, (5) laboratory safety, and (6) chemical security and spill cleanup. Students will also understand the components of lockout/tagout, permit required confined space and trenching, shoring and excavation safety programs.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

Possible demonstration by local utilities on lockout/tagout, confined space entry and trenching, shoring and excavation.

COURSE REVISION FORM

NEW X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College CEASN Program Area Water & Wastewater School Date _____

Submitter Carol A. Reifman Dean Carol A. Reifman Date 9-15-14
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):
This course is part of the proposed courses for the water quality certificate programs. It is designed to introduce students to current topics of importance to the field of water and wastewater.

Please provide the following information:
College: CEASN
Program Area: Water Quality
Date: 10/22/12
Course Prefix & No.: TSCI 2xx

Course Title: Water and Wastewater Schools
Credits: 2 credit

Required by: Water Quality – wastewater collection & wastewater treatment certificates

Selective in:
Elective in:
General Education:
Lecture: 30 hours
Lecture/Lab:
Gradable Lab:
Contact hours lecture: 30 hours
Contact hours lab:

Current Catalog Description (include all prerequisites):
There is no current description.

Proposed or New Catalog Description (include all prerequisites):
This course will introduce students to current topics of importance to the field of water and wastewater operations in addition to having the opportunity to review material in preparation for taking the State of Montana Certification examinations.

Course Outcome Objectives:
Students who successfully complete this course will:
1) Understand the current topics in the field of water and wastewater;
2) Have basic knowledge about federal, state and local wastewater regulations;
3) Review topics required for successful completion of the state certification exams;
4) Be familiar with state and federal regulations that govern water and wastewater; and
5) Have basic knowledge of collection systems, distribution systems, treatment system utilized in the water and wastewater profession.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

COURSE REVISION FORM

NEW X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College CEASN Program Area Backflow Prevention Date _____

Submitter Carol A. Rejzma Dean Carol A. Rejzma Date 9-15-14
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):
This course is part of the proposed courses for the water quality certificate programs. It is designed to introduce students to cross-connection control and backflow prevention and the testers that are used.

Please provide the following information:

College: CEASN
Program Area: Water Quality
Date: 10/27/12
Course Prefix & No.: TSCI 2xx

Course Title: Backflow Prevention
Credits: 3 credit

Required by: Water Quality – wastewater collection & wastewater treatment certificates

Selective in:
Elective in:
General Education:
Lecture:
Lecture/Lab: 60 hours
Gradable Lab:
Contact hours lecture: 30 hours
Contact hours lab: 30 hours
Current Catalog Description (include all prerequisites):
There is no current description.

Proposed or New Catalog Description (include all prerequisites):
Provide students with a basic knowledge of understanding of field testing methods on 4 valves; pressure vacuum breakers, spill resistant vacuum breakers, reduced pressure principle assemblies, and double check assemblies. Students will gain knowledge in hydraulics, backflow and backsiphonage, types of cross connections, and degrees of hazard and state and federal regulations. Completion of this course and the written and practical exams will result in certification by ABPA as a backflow prevention assembly tester.

- Course Outcome Objectives:**
Students who successfully complete this course will:
- 1) Understand the field testing methods on 4 valves;
 - 2) Have basic knowledge about federal, state and local backflow regulations;
 - 3) Have hands on experience with backflow testing assemblies;
 - 4) Be familiar with connections, special application devices, and unapproved devices;
 - 5) Understand the importance of cross-connection control and backflow prevention;
 - 6) Be familiar with the maintenance and repair of devices.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

COURSE REVISION FORM

NEW X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College CEASN Program Area Wastewater Lagoon Systems EPA CD Date _____
Submitter Carol A. Reifchrad Dean Carol A. Reifchrad Date 9-15-14
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

This course is part of the proposed courses for the water quality certificate programs. It is designed to introduce students to wastewater lagoon systems which are commonly used in small municipalities to treat wastewater.

Please provide the following information:

College: CEASN
Program Area: Water Quality
Date: 10/22/12
Course Prefix & No.: TSCI 1xx

Course Title: Wastewater Lagoon Systems EPA CD
Credits: 1 credit

Required by: Water Quality – wastewater collection certificate

Selective in:

Elective in:

General Education:

Lecture: XXX

Lecture/Lab:

Gradable Lab:

Contact hours lecture: 15 hours

Contact hours lab:

Current Catalog Description (include all prerequisites):

There is no current description.

Proposed or New Catalog Description (include all prerequisites):

Provide students with a basic knowledge of wastewater lagoon systems including: (1) the origins of wastewater lagoon treatment; (2) what constitutes wastewater; (3) management of a system; (4) rules and regulations governing operation of a system as well as sampling, testing and monitoring; (5) wastewater collection systems and lagoon structure; (6) the biological, chemical and natural physical treatment processes that occur in a system; (7) different types of lagoon systems, discharge options, disinfection choices, sludge removal options, and safety and security concerns and how all these issues pertain to operation and maintenance; (8) collecting wastewater lagoon samples for testing as well as the importance of monitoring influent and effluent flows and sludge accumulation; (9) basic information about common wastewater problems and offer guidance in identifying causes and solutions; and (10) math calculations common to wastewater treatment.

Course Outcome Objectives:

Students who successfully complete this course will:

- 1) Understand the characteristics and constituents of wastewater;
- 2) Have basic knowledge about federal, state and local wastewater regulations;
- 3) Recognize collection system and wastewater lagoon structure components;
- 4) Be familiar with wastewater influent and effluent flows and loads and sludge levels;
- 5) Understand the importance of cross-connection control and backflow prevention;
- 6) Understand the biological, chemical and natural physical treatment processes that occur in a wastewater lagoon system;
- 7) Recognize the importance microorganisms play in the treatment process;
- 8) Comprehend the basic operations of a wastewater lagoon system;
- 9) Be familiar with the proper maintenance required for a lagoon system;
- 10) Recognize the importance of facility security and safety as related to operation and maintenance;
- 11) Understand the importance of influent and effluent sample site locations, the types of samples that are collected and their purposes; and proper sample containers and how to label them;
- 12) Be familiar with wastewater lagoon problems, how to recognize the associated causes, and how to determine solutions to the problems; and
- 13) Be able to calculate math problems related to BOD, volume, area flow, dosage, pumping, detention time, loading, and TSS removal.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

Computer to run training CD. Must have Windows XP or later.

COURSE REVISION FORM

NEW X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College CEASN Program Area On-site Wastewater Systems Date _____

Submitter Carol A. Reifhord Dean Carol A. Reifhord Date 9-15-14
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

This course is part of the proposed courses for the water quality certificate programs. It is designed to introduce students to on-site wastewater systems and how they are commonly used in small municipalities to treat wastewater.

Please provide the following information:

College: CEASN
Program Area: Water Quality
Date: 10/26/12
Course Prefix & No.: TSCI 1xx

Course Title: On-Site Wastewater Systems
Credits: 1 credit

Required by: Water Quality – wastewater treatment certificate

Selective in:

Elective in:

General Education:

Lecture: XXX

Lecture/Lab:

Gradable Lab:

Contact hours lecture: 15 hours

Contact hours lab:

Current Catalog Description (include all prerequisites):

There is no current description.

Proposed or New Catalog Description (include all prerequisites):

Provide students with fundamental knowledge of (1) proven and experimental on-site wastewater treatment systems including septic tanks, grease tanks, aerobic treatment units, fixed activated sludge treatment, recirculating sand filter, trickling filter, mound system, subsurface drip system, and peat fields. (2) site evaluations and design considerations; (3) on-site sewage disposal laws, regulations and permitting procedures; (4) inspections and complaint investigations; (5) unacceptable systems; (6) operation and maintenance; (7) public health and environmental considerations; and (8) public relations and public education.

Course Outcome Objectives:

Students who successfully complete this course will: (1) have a general understanding of the types and operation of on-site systems as well as installation considerations for on-site systems; (2) have a general knowledge of the maintenance of on-site systems and operation and management requirements; (3) gain an understanding of the importance of inspecting and permitting on-site systems; (4) understand Montana's current on-site operator certification requirements and testing procedures for publicly owned on-site systems as well as regulations and permitting procedures; and (5) be cognizant of public health and environmental issues related t using on-site systems.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

COURSE REVISION FORM

NEW X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College CEASN Program Area Industrial Wastewater Systems Date _____

Submitter Carol A. Reifherd Dean Carol A. Reifherd Date 9-15-14
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):
This course is part of the proposed courses for the water quality certificate programs. It is designed to introduce students to industrial wastewater systems commonly used in Montana.

Please provide the following information:

College: CEASN
Program Area: Water Quality
Date: 10/30/12
Course Prefix & No.: TSCI 1xx

Course Title: Industrial Wastewater Systems
Credits: 1 credit

Required by: Water Quality – wastewater treatment certificate

Selective in:

Elective in:

General Education:

Lecture: XXX

Lecture/Lab:

Gradable Lab:

Contact hours lecture: 15 hours

Contact hours lab:

Current Catalog Description (include all prerequisites):

There is no current description.

Proposed or New Catalog Description (include all prerequisites):

Provide students with fundamental knowledge of (1) the types of industries, including but not limited to dairy, paper, mining, oil and coal, that produce and must treat wastewater in Montana; (2) the methods used for treating industrial wastewater; (3) the common issues related to most industrial wastewaters will including chemicals, pH, BOD, COD, solids and others; (4) pretreatment of industrial wastewater prior to discharge to a municipal wastewater treatment system; (5) rules and regulations related to treatment and discharge of industrial wastewater; and (6) the Montana Department of Environmental Quality’s operator certification requirements and exam process.

Course Outcome Objectives:

Students who successfully complete this course will: (1) have a general understanding of the sources of industrial wastewater and the associated system processes; (2) understand what is required to become a certified industrial wastewater operator; (3) gain an understanding of the MPDES permitting and other rules and regulations related to discharging treated industrial wastewater including TMDLs; (4) understand biological, chemical and physical treatment processes used for industrial wastewater; and (5) solids removal and disposal.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

May 19-20, 2016

ITEM 171-2805-R0516

Request for Authorization to Offer Wastewater Collection Certificate

THAT

The Montana Board of Regents grants Montana State University Northern approval to offer a Wastewater Collection Certificate to our students.

EXPLANATION

The purpose of this curriculum proposal is to add a departmental certificate program to MSU Northern's Water Quality Technology: Environmental Health Associate of Applied Science (AAS) degree program. This proposal is unique and innovative in that it utilizes; courses that are already a part of the AAS Water Quality Technology program as well as; courses that are already a part of the Montana Environmental Training Center's (METC) programs, which are housed at MSU Northern, to recertify licensed wastewater treatment operators in the state of Montana.

ATTACHMENTS

Academic Proposal Request Form
Curriculum Proposal Form
Attachment 1 – Course Forms

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Item Number: **171-2805-R0516**

Meeting Date: **May 19-20, 2016**

Institution: **Montana State University Northern**

CIP Code: **15.0506**

Program Title: **Wastewater Collection Certificate**

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit the [Academic Affairs Handbook](#).

A. Notifications:

Notifications are announcements conveyed to the Board of Regents at the next regular meeting.

1a. Placing a program into moratorium (Document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)

1b. Withdrawing a program from moratorium

2. Intent to terminate an existing major, minor, option or certificate – Step 1 (Phase I Program Termination Checklist)

3. Campus Certificates- Adding, re-titling, terminating or revising a campus certificate of 29 credits or less

4. BAS/AA/AS Area of Study

B. Level I:

Level I proposals are those that may be approved by the Commissioner of Higher Education. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the Board.

1. Re-titling an existing major, minor, option or certificate

2. Adding a new minor or certificate where there is a major or an option in a major (Curriculum Proposal Form)

3. Revising a program (Curriculum Proposal Form)

4. Distance or online delivery of an existing degree or certificate program

5. Terminating an existing major, minor, option or certificate – Step 2 (Completed Program Termination Checklist)

Temporary Certificate or AAS Degree Program

Approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the proposal to go through the normal Level II Proposal approval process.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

C. Level I with Level II Documentation:

This type of proposal may go to the Board as a Level I item if all Chief Academic Officers are in agreement. If consensus among the Chief Academic Officers is not reached, however, the item will go to the Board as a Level II request.

1. Consolidating existing programs and/or degrees (Curriculum Proposal Form)

D. Level II:

Level II proposals require approval of the Board of Regents. These requests will go to the Board in a two-meeting format, the first being as informational and the second as action.

1. Re-titling a degree (ex. From B.A. to B.F.A)

2. Adding a new minor or certificate where there is no major or option in a major (Curriculum Proposal Form)

3. Establishing a new degree or adding a major or option to an existing degree (Curriculum Proposal Form)

4. Forming, eliminating or consolidating a college, division, school, department, institute, bureau, center, station, laboratory or similar unit (Curriculum Proposal Form or Center Proposal Form, except when eliminating or consolidating)

5. Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit

Specify Request:

This proposal is unique and innovative in that it utilizes; courses that are already a part of the AAS Water Quality Technology program as well as; courses that are already a part of the Montana Environmental Training Center's (METC) programs, which is housed at MSU Northern, to recertify licensed water treatment, water distribution system, wastewater treatment, industrial wastewater and on-site waste water operators in the state of Montana.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

1. Overview

The purpose of this curriculum proposal is to add the certificate program of Wastewater Collection to Montana State University Northern's Water Quality Technology: Environmental Health Associate of Applied Science (AAS) degree program. This proposal is unique and innovative in that it utilizes; courses that are already a part of the AAS Water Quality Technology program as well as; courses that are already a part of the Montana Environmental Training Center's (METC) programs, which is housed at MSU Northern, to recertify licensed water treatment, water distribution system, wastewater treatment, industrial wastewater and on-site wastewater operators in the state of Montana.

2. Provide a one paragraph description of the proposed program. Be specific about what degree, major, minor or option is sought.

To obtain a departmental certificate in Wastewater Collection, the program requires completion of all classes specifically designed for certificate program. The curriculum is multi-entry and can be completed in one year. Classes are offered using various delivery methods such as on-line classes (Desire2Learn), classroom, and short courses. Students can begin a certificate program with any of the required classes at any time. After completing the certificate program students will have the basic knowledge needed for entry level employment in the area of wastewater collection. Students will be ready to sit for the Montana State Certification Examination and become certified as an "Operator-in-Training" in their chosen field. Students will also have specific knowledge of drinking water and/or wastewater systems that employers have identified as pertinent for job applicants to have prior to employment. Or students can roll their one year certificate into their first year of the AAS degree in Water Quality Technology and only have one year left to complete the AAS Water Quality Technology degree.

3. Need

A. To what specific need is the institution responding in developing the proposed program?

The need for water and wastewater operators in municipal and private water and wastewater systems is nearing critical mass, not only nationally but right here in Montana, with the average age of certified operators being 45. Many more operators are retiring from systems than are entering systems especially in small systems, of which Montana has many. This proposal aims to bring students interested in working in both large and small municipalities and small municipalities into the field. Then provide them with enough information in one year that they can sit for the state certification exam and successfully pass the exam the first time. Hopefully by completing the certificate program they will see the value in the Water quality program and how close they are to having the AAS degree and continue on and complete the Water Quality Technology AAS degree thus making them even more valuable to an employer.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

B. How will students and any other affected constituencies be served by the proposed program?

Those students looking to get into the work force quickly can complete one of the four certificates within one year, sit for a state exam and apply for a job. Or they can be working on a certificate, apply for a job and get a job, complete the certificate and then sit for the exam.

This program will provide graduates of MSU Northern's Civil Engineering Technology Bachelor of Science degree program, Plumbing Technology Associate of Applied Science Technology program, and Water Quality Associate of Applied Science Technology Program more avenues of employment. By completing one of the four certificates in the water quality program not only will they be earning a departmental certificate from MSU Northern but by completing the required Backflow Prevention Assembly Testers core course they will be nationally certified as a backflow prevention assembly tester and by sitting for a state of Montana operator certification exam they will be certified by the state of Montana as an Operator-in-Training as either a Water Operator, Wastewater Operator, Water Distribution Operator, Industrial Wastewater operator or On-site Wastewater Operator.

Other constituencies (water and wastewater operators, sanitarians, engineers, plumbers, and industry representatives) already utilizing the Montana Environmental Training Center's programs that may benefit from the certificate program are those water and wastewater operators already working in municipalities and other systems who would like to further their education and would see these certificate programs as a way to do so by being able to take online courses and get college credit for taking some of METC's courses.

C. What is the anticipated demand for the program? How was this determined?

Anticipated demand for this program is high, if as many courses as possible are offered as online courses by MSU Northern and short three to five day courses by METC. This format is highly desirable for those already working in the industry and for those that are place bound across the state wishing to get into the industry. In addition, some of Montana's larger municipalities are voicing interest in this program format to the METC Interim Director as a possible method for personnel training. In 2009 the Interim Director also had a list of 126 potential students whom could still possibly be potential students.

Demand for the MSU Northern's AAS Water Quality Technology program first surfaced in 2009; when the Montana Environmental Training Center began conducting surveys for the need of the program to return and; when then MSU Northern Provost Joe Callahan began receiving letters from those in the water and wastewater industry including municipalities large and small, state agencies, engineering firms and even the Environmental Protection Agency. This prompted the Provost to encourage the Board of Regents to lift the moratorium. Since this time, the Montana Department of Environmental Quality (DEQ) has noted an increase in the lack of trained operators for systems in Montana. In addition, the US EPA has identified the water and wastewater industry as an area for returning military veterans to find employment.

In March of 2009 the DEQ's Water and Wastewater Operator Certification program provided METC the following data: 224 (14%) active operators in Montana were 62 years of age or older. And, another 82 active operators were between the ages of 60 and 62 (5.1%). Thus, 19.1% of the 1,602 certified water and wastewater operators in Montana in 2009 were over the age of 60 and closing in on retirement.

The January/February 2011 edition of Water Efficiency stated that "In the study done by the American Water Works Association (AWWA) and the Water Environment Federation (WEF) the highest level of need for non-administrative employees was in the area of certified plant operators in both drinking and wastewater plants." AWWA also identified in its 2010 State of the Industry report workforce issues as one of the top five

Montana Board of Regents
CURRICULUM PROPOSAL FORM

topics of concern. This problem has been increasing in intensity since AWWA first brought its concern to the attention of the industry in 2005. It is now estimated that 40% of the workforce will retire in the next 10 years.

Every public community, which is defined as 15 hook-ups or having a population of 25 full-time residents, requires a certified water treatment operator and wastewater treatment operator to monitor, report data, operate and maintain its water and wastewater treatment systems. The demand for students from the water quality program has increased by at least 100 percent. Salaries for water quality technicians range from \$20,000 up to \$50,000 per year.

4. Institutional and System Fit

A. What is the connection between the proposed program and existing programs at the institution?

Currently, MSU Northern is the only institution in Montana that provides an AAS degree for students seeking employment as water and wastewater operators. Most of the core courses for the proposed program are courses that are part of MSU Northern's AAS Water Quality Technology degree or METC's recertifying programs.

B. Will approval of the proposed program require changes to any existing programs at the institution? If so, please describe.

It will add some courses to the curriculum and require that METC attached assignments and a grading system to those courses which will become a part of the certificate program.

C. Describe what differentiates this program from other, closely related programs at the institution (if appropriate).

Not appropriate, no closely related programs at MSU Northern.

D. How does the proposed program serve to advance the strategic goals of the institution?

The proposed program serves to provide education that can be used directly and immediately in the water and wastewater industry. Completion of the program prepares students to sit for the state certification exams. This is a tenant of the mission of MSU Northern.

E. Describe the relationship between the proposed program and any similar programs within the Montana University System. In cases of substantial duplication, explain the need for the proposed program at an additional institution. Describe any efforts that were made to collaborate with these similar programs; and if no efforts were made, explain why. If articulation or transfer agreements have been developed for the substantially duplicated programs, please include the agreement(s) as part of the documentation.

No other similar programs exist within the Montana University System.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

5. Program Details

- A. Provide a detailed description of the proposed curriculum. Where possible, present the information in the form intended to appear in the catalog or other publications. NOTE: In the case of two-year degree programs and certificates of applied science, the curriculum should include enough detail to determine if the characteristics set out in Regents' Policy 301.12 have been met.**

Wastewater Collection Option – Total Credits Required =30

Core Courses (22 credits) required for each certificate would be:

TSCI 110	Intro to Water & Wastewater	online	4 credits
METC	Environmental Health & Safety for W/WW Operators	online	1 credit
MATH 111	Technical Math	online	3 credits
AGTE 206	Applied Water Hydraulics	online	3 credits
WRIT 108	Elementary Technical Writing	online	3 credits
COMX 115	Intro to Interpersonal Communications	online	3 credits
METC	Backflow Assembly Testers Course	traditional	3 credits
METC	Spring, Summer or Fall Water Schools	traditional	<u>2 credits</u>
			22 credits

Required Courses (5 credits)

NEW	Wastewater Collection Systems	online	3 credits
METC	Pumps & Motors Operation & Maintenance	traditional	1 credit
EPA	Wastewater	CD-ROM	<u>1 credit</u>
			5 credits

Elective Courses (3 credits) (traditional type delivery – some could be put online)

N-CC	Applied Physics for Water and Wastewater		1 credit
METC	Chlorine Safety, Design, Maintenance & Repair for W & WW		0.5 credit
METC	Water and Wastewater Disinfection		0.5 credit
METC	Collection Mains: Installation, Maintenance & Repair		1 credit
METC	Confined Space Safety & Trenching & Shoring Course		1 credit
METC	Cross Connection Control Specialist Course		2 credits
METC	Cross Connections for Small Systems		0.5 credit
METC	Small Water & Wastewater System Operations		0.5 credit
ELEC 101	Electrical Fundamental I		3 credits
METC	Emergency Preparedness		0.5 credit
METC	Safety & Security for Water and Wastewater Systems		0.5 credit
METC	Flow Measurement, Sampling and Metering		0.5 credit
METC	Wastewater Regulations		0.5 credit
N-CC	Gas Chlorination for Water and Wastewater		1 credit
N-CC	Hypo-chlorination for Water and Wastewater		1 credit
PLMB 120	Intro to Piping Systems		3 credits
PLMB 100	Intro to Plumbing Trades		4 credits
METC	On-site Wastewater Systems		1 credit
METC	Pumps & Motors Operation & Maintenance		1 credit
WLDG 260	Repair and Maintenance Welding		3 credits
WLDG 111	Welding Theory I Practical		2 credits

Montana Board of Regents
CURRICULUM PROPOSAL FORM

B. Describe the planned implementation of the proposed program, including estimates of numbers of students at each stage.

Anticipated demand for this program is high, if as many courses as possible are offered online by MSU Northern and as short three to five day courses by METC. This format is highly desirable for those already working in the industry and for those that are place bound across the state wishing to get into the industry. In addition, some of Montana's larger municipalities are voicing interest in this program format as a possible method for personnel training and advancement. In 2009 METC's Director has a list of 126 potential students whom could still be potential students.

The need for water and wastewater operators in municipal and private water and wastewater systems is nearing critical mass, not only nationally but right here in Montana, with the average age of certified operators being 52 in Montana. Many more operators are retiring from systems than are entering systems especially in small systems, of which Montana has many.

6. Resources

A. Will additional faculty resources be required to implement this program? If yes, please describe the need and indicate the plan for meeting this need.

Most likely not as the plan is to use the current faculty to teach Northern's courses and to use METC's staff and instructors to teach the METC courses.

B. Are other, additional resources required to ensure the success of the proposed program? If yes, please describe the need and indicate the plan for meeting this need.

No.

7. Assessment

How will the success of the program be measured?

In four ways.

- 1) By enrollment in the certificate programs and graduates from the certificate programs.
- 2) By increased enrollment in the AAS program and graduates from the AAS program.
- 3) By increased number of certified water and wastewater operators in Montana.
- 4) By graduates employed as operators and technicians in-state and out-of-state.

8. Process Leading to Submission

Describe the process of developing and approving the proposed program. Indicate, where appropriate, involvement by faculty, students, community members, potential employers, accrediting agencies, etc.

MSU Northern's Faculty approved the program. MSU Northern students in the BS Civil Engineering, AAS Plumbing and AAS Water Quality Technology degree programs were reviewed and provided input as to the value of the certificate program to students. An advisory committee was made up of managers and operators as well as other professionals in the field. The committee advised MSU Northern on the curriculum content and made suggestions on how to deliver the certificate programs from a distance and possible on-site workshops.

COURSE REVISION FORM

NEW X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College CEASN Program Area Environmental Health & Safety
Submitter Carol A. Kephner Water & Wastewater Personnel Date _____
Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):
This course is part of the proposed courses for the water quality certificate programs. It is designed to introduce health and safety techniques used in water and wastewater operations.

Please provide the following information:

College: CEASN
Program Area: Water Quality
Date: 10/30/12
Course Prefix & No.: TSC11xx

Course Title: Environmental Health & Safety for Water & Wastewater Personnel
Credits: 1 credit

Required by: Water Quality – all certificates

Selective in:

Elective in:

General Education:

Lecture: XXX

Lecture/Lab:

Gradable Lab:

Contact hours lecture: 15 hours

Contact hours lab:

Current Catalog Description (include all prerequisites):

There is no current description.

Proposed or New Catalog Description (include all prerequisites):

Provide students with fundamental knowledge of maintaining a safe, healthful work environment, as well as protecting the local community and environment from potential hazards generated by water and wastewater system activities.

Course Outcome Objectives:

Students who successfully complete this course will have gained the knowledge to protect themselves against (1) blood borne pathogens and (2) heat and cold stress as well as the importance of (1) personal protective equipment, (2) hearing protection, (3) respiration protection, (4) hazard communication, (5) laboratory safety, and (6) chemical security and spill cleanup. Students will also understand the components of lockout/tagout, permit required confined space and trenching, shoring and excavation safety programs.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

Possible demonstration by local utilities on lockout/tagout, confined space entry and trenching, shoring and excavation.

COURSE REVISION FORM

NEW X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College CEASN Program Area Water Quality Date _____

Submitter Carol A. Repphrad Dean Carol A. Repphrad Date _____
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

This course is part of the proposed courses for the water quality certificate programs. It is designed to introduce students to wastewater lagoon systems which are commonly used in small municipalities to treat wastewater.

Please provide the following information:

College: CEASN
Program Area: Water Quality
Date: 10/22/12
Course Prefix & No.: TSCI 1xx

Course Title: Wastewater Lagoon Systems EPA CD
Credits: 1 credit

Required by: Water Quality – wastewater treatment certificate

Selective in:

Elective in:

General Education:

Lecture: XXX

Lecture/Lab:

Gradable Lab:

Contact hours lecture: 15 hours

Contact hours lab:

Current Catalog Description (include all prerequisites):

There is no current description.

Proposed or New Catalog Description (include all prerequisites):

Provide students with a basic knowledge of wastewater lagoon systems including: (1) the origins of wastewater lagoon treatment; (2) what constitutes wastewater; (3) management of a system; (4) rules and regulations governing operation of a system as well as sampling, testing and monitoring; (5) wastewater collection systems and lagoon structure; (6) the biological, chemical and natural physical treatment processes that occur in a system; (7) different types of lagoon systems, discharge options, disinfection choices, sludge removal options, and safety and security concerns and how all these issues pertain to operation and maintenance; (8) collecting wastewater lagoon samples for testing as well as the importance of monitoring influent and effluent flows and sludge accumulation; (9) basic information about common wastewater problems and offer guidance in identifying causes and solutions; and (10) math calculations common to wastewater treatment.

COURSE REVISION FORM

NEW / DROPPED / MAJOR REVISION / FOR INFORMATION ONLY

College CLASS: _____
 Program Area / Program / Quality: _____
 Department: _____
 Title: _____
 Date: _____

Please provide a brief explanation & rationale for the proposed revision(s).
 This course is part of the proposed course for the water supply and distribution program. It is designed to introduce students to wastewater lagoon systems which are commonly used in small municipalities to treat wastewater.

Please provide the following information:
 Course Title: _____
 Program Area: _____
 Water Quality: _____
 Date: _____
 Course Prefix & No.: _____

Course Title: Wastewater Lagoon System (WWT-101)
 Credits: 1 credit

Revised by: _____
 Subject in: _____
 Prerequisite: _____

General Education: _____
 Elective: _____

Elective Lab: _____
 Contact Hours Lecture: 12 hours
 Contact Hours Lab: _____

Current Course Description (include all prerequisites):
 There is no current description.

Proposed or New Course Description (include all prerequisites):
 Provide students with a basic knowledge of wastewater lagoon systems including: (1) types of wastewater lagoon treatment; (2) when wastewater treatment (3) management of a system; (4) inlet and effluent quality; (5) monitoring; (6) wastewater collection systems and layout; (7) the physical, chemical, and natural physical treatment processes that occur in a lagoon; (8) the biological, chemical, and natural physical treatment processes that occur in a lagoon; (9) the physical, chemical, and natural physical treatment processes that occur in a lagoon; (10) the physical, chemical, and natural physical treatment processes that occur in a lagoon; (11) the physical, chemical, and natural physical treatment processes that occur in a lagoon; (12) the physical, chemical, and natural physical treatment processes that occur in a lagoon; (13) the physical, chemical, and natural physical treatment processes that occur in a lagoon; (14) the physical, chemical, and natural physical treatment processes that occur in a lagoon; (15) the physical, chemical, and natural physical treatment processes that occur in a lagoon; (16) the physical, chemical, and natural physical treatment processes that occur in a lagoon; (17) the physical, chemical, and natural physical treatment processes that occur in a lagoon; (18) the physical, chemical, and natural physical treatment processes that occur in a lagoon; (19) the physical, chemical, and natural physical treatment processes that occur in a lagoon; (20) the physical, chemical, and natural physical treatment processes that occur in a lagoon.

Students who successfully complete this course will:

- 1) Understand the characteristics and constituents of wastewater;**
- 2) Have basic knowledge about federal, state and local wastewater regulations;**
- 3) Recognize collection system and wastewater lagoon structure components;**
- 4) Be familiar with wastewater influent and effluent flows and loads and sludge levels;**
- 5) Understand the importance of cross-connection control and backflow prevention;**
- 6) Understand the biological, chemical and natural physical treatment processes that occur in a wastewater lagoon system;**
- 7) Recognize the importance microorganisms play in the treatment process;**
- 8) Comprehend the basic operations of a wastewater lagoon system;**
- 9) Be familiar with the proper maintenance required for a lagoon system;**
- 10) Recognize the importance of facility security and safety as related to operation and maintenance;**
- 11) Understand the importance of influent and effluent sample site locations, the types of samples that are collected and their purposes; and proper sample containers and how to label them;**
- 12) Be familiar with wastewater lagoon problems, how to recognize the associated causes, and how to determine solutions to the problems; and**
- 13) Be able to calculate math problems related to BOD, volume, area flow, dosage, pumping, detention time, loading, and TSS removal.**

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

Computer to run training CD. Must have Windows XP or later.

- (1) Understand the characteristics and conditions of wastewater treatment systems
 - (2) Have basic knowledge about federal, state and local wastewater regulations
 - (3) Recognize collection system and wastewater treatment plant components
 - (4) Be familiar with wastewater treatment and effluent flow and quality control
 - (5) Understand the importance of cross-connection control and backflow prevention
 - (6) Understand the biological, chemical and natural physical treatment processes that occur in wastewater treatment systems
 - (7) Recognize the importance microorganisms play in the treatment process
 - (8) Comprehend the basic operations of a wastewater treatment system
 - (9) Be familiar with the proper maintenance required for a sewage system
 - (10) Recognize the importance of facility security and safety as related to operation and maintenance
 - (11) Understand the importance of influent and effluent sampling and testing, the types of samples that are collected and their purposes, and proper sample containers and how to use them
 - (12) Be familiar with wastewater treatment problems, how to recognize the associated causes, and how to determine solutions to the problems, and
 - (13) Be able to calculate math problems related to BOD, volume, flow, detention time, detention time loading, and TSS removal
- Additional instructional resources needed including training materials, special equipment, and facilities. Please note: approval does not indicate support for new facility or additional resources.

(14) Computer or training CD. Must have 77 hours 2 1/2 or later

COURSE REVISION FORM

NEW X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College CEASN Program Area Water & Wastewater School Date _____

Submitter Carol A. Reifmard Dean Carol A. Reifmard Date 9-15-14
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

This course is part of the proposed courses for the water quality certificate programs. It is designed to introduce students to current topics of importance to the field of water and wastewater.

Please provide the following information:

College: CEASN
Program Area: Water Quality
Date: 10/22/12
Course Prefix & No.: TSCI 2xx

Course Title: Water and Wastewater Schools
Credits: 2 credit

Required by: Water Quality – wastewater collection & wastewater treatment certificates

Selective in:

Elective in:

General Education:

Lecture: 30 hours

Lecture/Lab:

Gradable Lab:

Contact hours lecture: 30 hours

Contact hours lab:

Current Catalog Description (include all prerequisites):

There is no current description.

Proposed or New Catalog Description (include all prerequisites):

This course will introduce students to current topics of importance to the field of water and wastewater operations in addition to having the opportunity to review material in preparation for taking the State of Montana Certification examinations.

Course Outcome Objectives:

Students who successfully complete this course will:

- 1) Understand the current topics in the field of water and wastewater;
- 2) Have basic knowledge about federal, state and local wastewater regulations;
- 3) Review topics required for successful completion of the state certification exams;
- 4) Be familiar with state and federal regulations that govern water and wastewater; and
- 5) Have basic knowledge of collection systems, distribution systems, treatment system utilized in the water and wastewater profession.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

COURSE REVISION FORM

NEW X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College CEASN Program Area Backflow Prevention Date _____

Submitter: Carol A. Raphael Dean Carol A. Raphael Date 9-15-14
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

This course is part of the proposed courses for the water quality certificate programs. It is designed to introduce students to cross-connection control and backflow prevention and the testers that are used.

Please provide the following information:

College: CEASN
Program Area: Water Quality
Date: 10/27/12
Course Prefix & No.: TSCI 2xx

Course Title: Backflow Prevention
Credits: 3 credit

Required by: Water Quality – wastewater collection & wastewater treatment certificates

Selective in:

Elective in:

General Education:

Lecture:

Lecture/Lab: 60 hours

Gradable Lab:

Contact hours lecture: 30 hours

Contact hours lab: 30 hours

Current Catalog Description (include all prerequisites):

There is no current description.

Proposed or New Catalog Description (include all prerequisites):

Provide students with a basic knowledge of understanding of field testing methods on 4 valves; pressure vacuum breakers, spill resistant vacuum breakers, reduced pressure principle assemblies, and double check assemblies. Students will gain knowledge in hydraulics, backflow and backsiphonage, types of cross connections, and degrees of hazard and state and federal regulations. Completion of this course and the written and practical exams will result in certification by ABPA as a backflow prevention assembly tester.

Course Outcome Objectives:

Students who successfully complete this course will:

- 1) Understand the field testing methods on 4 valves;
- 2) Have basic knowledge about federal, state and local backflow regulations;
- 3) Have hands on experience with backflow testing assemblies;
- 4) Be familiar with connections, special application devices, and unapproved devices;
- 5) Understand the importance of cross-connection control and backflow prevention;
- 6) Be familiar with the maintenance and repair of devices.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

COURSE REVISION FORM

NEW X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College CEASN Program Area Wastewater Collection Systems Date _____

Submitter Carol A. Reifschneider Dean Carol A. Reifschneider Date 9-15-14
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

This course is part of the proposed courses for the water quality certificate programs. It is designed to introduce students to wastewater collection systems.

Please provide the following information:

College: CEASN
Program Area: Water Quality
Date: 10/30/12
Course Prefix & No.: TSCI 1xx

Course Title: Wastewater Collection Systems
Credits: 3 credit

Required by: Water Quality – wastewater collection certificate

Selective in:

Elective in:

General Education:

Lecture: XXX

Lecture/Lab:

Gradable Lab:

Contact hours lecture: 45 hours

Contact hours lab:

Current Catalog Description (include all prerequisites):

There is no current description.

Proposed or New Catalog Description (include all prerequisites):

Provide students with fundamental knowledge of (1) the importance and responsibilities of wastewater collection system operator; (2) the need for collection system operation and maintenance; (3) the components of and typical layouts of collection systems; (4) safety procedures for the construction, inspection and testing of sewers, inspection of manholes, and underground construction and repair; (5) rules and regulations related to treatment and discharge of wastewater; and (6) the Montana Department of Environmental Quality's operator certification requirements and exam process.

Course Outcome Objectives:

Students who successfully complete this course will: (1) have a general understanding of the need for wastewater collection systems, the construction, testing, inspection, operation and maintenance of these systems; (2) understand what is required to become a certified wastewater collection operator; (3) gain an understanding of the local ordinances in regard to wastewater discharges; (4) understand the safety procedures that must be followed during construction, inspection, testing, operating and maintaining wastewater collection systems; and (5) have a general understanding of the use of close-circuit television, clearing stoppages, cleaning sewers, and controlling roots, grease, odors and corrosion in collection systems.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

COURSE REVISION FORM

NEW X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College CEASN Program Area Pumps & Motors Operation and Maintenance Date _____

Submitter Carol A. Rejzner Dean Carol A. Rejzner Date 9-15-14
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

This course is part of the proposed courses for the water quality certificate programs. It is designed to introduce students to the types of pumps and motors commonly used in municipal water and wastewater systems.

Please provide the following information:

College: CEASN
Program Area: Water Quality
Date: 10/22/12
Course Prefix & No.: TSCI 1xx

Course Title: Pumps and Motors Operation and Maintenance
Credits: 1 credit

Required by: Water Quality – water distribution certificate

Selective in:

Elective in:

General Education:

Lecture: XXX

Lecture/Lab:

Gradable Lab:

Contact hours lecture: 15 hours

Contact hours lab:

Current Catalog Description (include all prerequisites):

There is no current description.

Proposed or New Catalog Description (include all prerequisites):

Provide students with introductory concepts of pumps and motors used in the water and wastewater industry and general operation, maintenance and troubleshooting of each. Various types of pumps will be discussed including centrifugal, submersible, dose, screw and sludge pumps. Attention will also be given to hydraulic conditions and pump devices for the efficient use of pumps. Tours of the local water and wastewater systems will provide students the opportunity to see the pumps and motors in-line and operational.

Course Outcome Objectives:

Students who successfully complete this course will:

- 1) Have a general understanding of the operation and application of centrifugal, submersible, dose, screw and sludge pumps & their associated motors and the appropriate applications for each within water and wastewater systems.
- 2) Have a general knowledge of variable frequency drives, booster systems, mechanical seals and lift stations.
- 3) Gain an understanding of the importance of the proper installation and care of pumps and motors.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

Water and wastewater treatment facilities for tours to view pumps and motors in-line and

May 19-20, 2016

ITEM 171-2806-R0516

Request for Authorization to Offer Water Distribution Certificate

THAT

The Montana Board of Regents grants Montana State University Northern approval to offer a Water Distribution Certificate to our students.

EXPLANATION

The purpose of this curriculum proposal is to add a departmental certificate program to MSU Northern's Water Quality Technology: Environmental Health Associate of Applied Science (AAS) degree program. This proposal is unique and innovative in that it utilizes; courses that are already a part of the AAS Water Quality Technology program as well as; courses that are already a part of the Montana Environmental Training Center's (METC) programs, which are housed at MSU Northern, to recertify licensed wastewater treatment operators in the state of Montana.

ATTACHMENTS

Academic Proposal Request Form
Curriculum Proposal Form
Attachment 1 – Course Forms

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Item Number: 171-2806-R0516

Meeting Date: May 19-20, 2016

Institution: Montana State University Northern

CIP Code: 15.0506

Program Title: Water Distribution Certificate

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit the [Academic Affairs Handbook](#).

 A. Notifications:

Notifications are announcements conveyed to the Board of Regents at the next regular meeting.

 1a. Placing a program into moratorium (Document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)

 1b. Withdrawing a program from moratorium

 2. Intent to terminate an existing major, minor, option or certificate – Step 1 (Phase I Program Termination Checklist)

 3. Campus Certificates- Adding, re-titling, terminating or revising a campus certificate of 29 credits or less

 4. BAS/AA/AS Area of Study

 B. Level I:

Level I proposals are those that may be approved by the Commissioner of Higher Education. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the Board.

 1. Re-titling an existing major, minor, option or certificate

 2. Adding a new minor or certificate where there is a major or an option in a major (Curriculum Proposal Form)

 3. Revising a program (Curriculum Proposal Form)

 4. Distance or online delivery of an existing degree or certificate program

 5. Terminating an existing major, minor, option or certificate – Step 2 (Completed Program Termination Checklist)

 Temporary Certificate or AAS Degree Program

Approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the proposal to go through the normal Level II Proposal approval process.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

 C. Level I with Level II Documentation:

This type of proposal may go to the Board as a Level I item if all Chief Academic Officers are in agreement. If consensus among the Chief Academic Officers is not reached, however, the item will go to the Board as a Level II request.

 1. Consolidating existing programs and/or degrees (Curriculum Proposal Form)

X **D. Level II:**

Level II proposals require approval of the Board of Regents. These requests will go to the Board in a two-meeting format, the first being as informational and the second as action.

 1. Re-titling a degree (ex. From B.A. to B.F.A)

X **2. Adding a new minor or certificate where there is no major or option in a major** (Curriculum Proposal Form)

 3. Establishing a new degree or adding a major or option to an existing degree (Curriculum Proposal Form)

 4. Forming, eliminating or consolidating a college, division, school, department, institute, bureau, center, station, laboratory or similar unit (Curriculum Proposal Form or Center Proposal Form, except when eliminating or consolidating)

 5. Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit

Specify Request:

This proposal is unique and innovative in that it utilizes; courses that are already a part of the AAS Water Quality Technology program as well as; courses that are already a part of the Montana Environmental Training Center's (METC) programs, which is housed at MSU Northern, to recertify licensed water treatment, water distribution system, wastewater treatment, industrial wastewater and on-site waste water operators in the state of Montana.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

1. Overview

The purpose of this curriculum proposal is to add the certificate program of Water Distribution Certificate to MSU Northern's Water Quality Technology: Environmental Health Associate of Applied Science (AAS) degree program. This proposal is unique and innovative in that it utilizes; courses that are already a part of the AAS Water Quality Technology program as well as; courses that are already a part of the Montana Environmental Training Center's (METC) programs, which is housed at MSU Northern, to recertify licensed water treatment, water distribution system, wastewater treatment, industrial wastewater and on-site wastewater operators in the state of Montana.

2. Provide a one paragraph description of the proposed program. Be specific about what degree, major, minor or option is sought.

To obtain a departmental certificate in Water Distribution, the program requires completion of all classes specifically designed for each of the certificate program. The curriculum is multi-entry and can be completed in one year. Classes are offered using various delivery methods such as on-line classes (Desire2Learn), classroom, and short courses. Students can begin a certificate program with any of the required classes at any time. After completing any one of the certificate programs students will have the basic knowledge needed for entry level employment in water distribution. Students will be ready to sit for the Montana State Certification Examination and become certified as an "Operator-in-Training" in their chosen field. Students will also have specific knowledge of drinking water and/or wastewater systems that employers have identified as pertinent for job applicants to have prior to employment. Or students can roll their one year certificate into their first year of the AAS degree in Water Quality Technology and only have one year left to complete the AAS Water Quality Technology degree.

3. Need

A. To what specific need is the institution responding in developing the proposed program?

The need for water and wastewater operators in municipal and private water and wastewater systems is nearing critical mass, not only nationally but right here in Montana, with the average age of certified operators being 45. Many more operators are retiring from systems than are entering systems especially in small systems, of which Montana has many. This proposal aims to bring students interested in working in both large and small municipalities and small municipalities into the field. Then provide them with enough information in one year that they can sit for the state certification exam and successfully pass the exam the first time. Hopefully by completing the certificate program they will see the value in the Water quality program and how close they are to having the AAS degree and continue on and complete the Water Quality Technology AAS degree thus making them even more valuable to an employer.

B. How will students and any other affected constituencies be served by the proposed program?

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Those students looking to get into the work force quickly can complete one of the four certificates within one year, sit for a state exam and apply for a job. Or they can be working on a certificate, apply for a job and get a job, complete the certificate and then sit for the exam.

This program will provide graduates of MSU Northern's Civil Engineering Technology Bachelor of Science degree program, Plumbing Technology Associate of Applied Science Technology program, and Water Quality Associate of Applied Science Technology Program more avenues of employment. By completing one of the four certificates in the water quality program not only will they be earning a departmental certificate from MSU Northern but by completing the required Backflow Prevention Assembly Testers core course they will be nationally certified as a backflow prevention assembly tester and by sitting for a state of Montana operator certification exam they will be certified by the state of Montana as an Operator-in-Training as either a Water Operator, Wastewater Operator, Water Distribution Operator, Industrial Wastewater operator or On-site Wastewater Operator.

Other constituencies (water and wastewater operators, sanitarians, engineers, plumbers, and industry representatives) already utilizing the Montana Environmental Training Center's programs that may benefit from the certificate program are those water and wastewater operators already working in municipalities and other systems who would like to further their education and would see these certificate programs as a way to do so by being able to take online courses and get college credit for taking some of METC's courses.

C. What is the anticipated demand for the program? How was this determined?

Anticipated demand for this program is high, if as many courses as possible are offered as online courses by MSU Northern and short three to five day courses by METC. This format is highly desirable for those already working in the industry and for those that are place bound across the state wishing to get into the industry. In addition, some of Montana's larger municipalities are voicing interest in this program format to the METC Interim Director as a possible method for personnel training. In 2009 the Interim Director also had a list of 126 potential students whom could still possibly be potential students.

Demand for the MSU Northern's AAS Water Quality Technology program first surfaced in 2009; when the Montana Environmental Training Center began conducting surveys for the need of the program to return and; when then MSU Northern Provost Joe Callahan began receiving letters from those in the water and wastewater industry including municipalities large and small, state agencies, engineering firms and even the Environmental Protection Agency. This prompted the Provost to encourage the Board of Regents to lift the moratorium. Since this time, the Montana Department of Environmental Quality (DEQ) has noted an increase in the lack of trained operators for systems in Montana. In addition, the US EPA has identified the water and wastewater industry as an area for returning military veterans to find employment.

In March of 2009 the DEQ's Water and Wastewater Operator Certification program provided METC the following data: 224 (14%) active operators in Montana were 62 years of age or older. And, another 82 active operators were between the ages of 60 and 62 (5.1%). Thus, 19.1% of the 1,602 certified water and wastewater operators in Montana in 2009 were over the age of 60 and closing in on retirement.

The January/February 2011 edition of Water Efficiency stated that "In the study done by the American Water Works Association (AWWA) and the Water Environment Federation (WEF) the highest level of need for non-administrative employees was in the area of certified plant operators in both drinking and wastewater plants." AWWA also identified in its 2010 State of the Industry report workforce issues as one of the top five topics of concern. This problem has been increasing in intensity since AWWA first brought its concern to the

Montana Board of Regents
CURRICULUM PROPOSAL FORM

attention of the industry in 2005. It is now estimated that 40% of the workforce will retire in the next 10 years.

Every public community, which is defined as 15 hook-ups or having a population of 25 full-time residents, requires a certified water treatment operator and wastewater treatment operator to monitor, report data, operate and maintain its water and wastewater treatment systems. The demand for students from the water quality program has increased by at least 100 percent. Salaries for water quality technicians range from \$20,000 up to \$50,000 per year.

4. Institutional and System Fit

A. What is the connection between the proposed program and existing programs at the institution?

Currently, MSU Northern is the only institution in Montana that provides an AAS degree for students seeking employment as water and wastewater operators. Most of the core courses for the proposed program are courses that are part of MSU Northern's AAS Water Quality Technology degree or METC's recertifying programs.

B. Will approval of the proposed program require changes to any existing programs at the institution? If so, please describe.

It will add some courses to the curriculum and require that METC attached assignments and a grading system to those courses which will become a part of the certificate program.

C. Describe what differentiates this program from other, closely related programs at the institution (if appropriate).

Not appropriate, no closely related programs at MSU Northern.

D. How does the proposed program serve to advance the strategic goals of the institution?

The proposed program serves to provide education that can be used directly and immediately in the water and wastewater industry. Completion of the program prepares students to sit for the state certification exams. This is a tenant of the mission of MSU Northern.

E. Describe the relationship between the proposed program and any similar programs within the Montana University System. In cases of substantial duplication, explain the need for the proposed program at an additional institution. Describe any efforts that were made to collaborate with these similar programs; and if no efforts were made, explain why. If articulation or transfer agreements have been developed for the substantially duplicated programs, please include the agreement(s) as part of the documentation.

No other similar programs exist within the Montana University System.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

5. Program Details

A. Provide a detailed description of the proposed curriculum. Where possible, present the information in the form intended to appear in the catalog or other publications. NOTE: In the case of two-year degree programs and certificates of applied science, the curriculum should include enough detail to determine if the characteristics set out in Regents’ Policy 301.12 have been met.

Water Distribution Option – Total Credits Required = 30

Core Courses (22 credits) required for each certificate would be:

TSCI 110	Introduction to Water & Wastewater	online	4 credits
METC	Environmental Health & Safety for W/WW Operators	online	1 credit
MATH 111	Technical Math	online	3 credits
AGTE 206	Applied Water Hydraulics	online	3 credits
COMX 115	Intro to Interpersonal Communications	online	3 credits
WRIT 108	Elementary Technical Writing	online	3 credits
METC	Backflow Assembly Testers Course	traditional	3 credits
METC	Spring, Summer or Fall Water Schools	traditional	<u>2 credits</u>
			22 credits

Required Courses (6 credits)

TSCI 205	Distribution Systems	online	3 credits
MDEQ	Operator Basics	CD-ROM	1 credit
METC	Pumps & Motors Operation & Maintenance	traditional	1 credit
METC	Valves & Hydrants	traditional	<u>1 credit</u>
			6 credits

Elective Courses (2 credits) (traditional type delivery – some could be put online)

N-CC	Applied Physics for Water and Wastewater		1 credit
METC	Basic Groundwater Systems		0.5 credit
N-CC	Intro to Groundwater Systems		0.5 credit
METC	Chlorine Safety, Design, Maintenance & Repair for W&WW		0.5 credit
METC	Water and Wastewater Disinfection		0.5 credit
METC	Confined Space Safety & Trenching & Shoring		1 credit
METC	Cross Connections for Small Systems		0.5 credit
METC	Small Water and Wastewater Systems		0.5 credit
METC	Cross Connection Control Specialist Course		2 credit
METC	Drinking Water Monitoring and Reporting		0.5 credit
METC	Water Regulations		0.5 credit
ELEC 101	Electrical Fundamentals I		3 credits
METC	Emergency Preparedness		0.5 credit
METC	Safety & Security at Water and Wastewater Systems		0.5 credit
N-CC	Gas Chlorination for Water & Wastewater Systems		1 credit
N-CC	Hypo-chlorination for Water & Wastewater		1 credit
PLMB 120	Intro to Piping Systems		3 credits
PLMB 100	Intro to Plumbing Trades		4 credits
WLDG 260	Repair and Maintenance Welding		3 credits
METC	Water Audits		0.5 credit
METC	Water System Operation & Management		0.5 credit
WLDB111	Welding Theory I Practical		2 credits
WLDB 111	Welding Theory I Practical		2 credits

Montana Board of Regents
CURRICULUM PROPOSAL FORM

B. Describe the planned implementation of the proposed program, including estimates of numbers of students at each stage.

Anticipated demand for this program is high, if as many courses as possible are offered online by MSU Northern and as short three to five day courses by METC. This format is highly desirable for those already working in the industry and for those that are place bound across the state wishing to get into the industry. In addition, some of Montana's larger municipalities are voicing interest in this program format as a possible method for personnel training and advancement. In 2009 METC's Director has a list of 126 potential students whom could still be potential students.

The need for water and wastewater operators in municipal and private water and wastewater systems is nearing critical mass, not only nationally but right here in Montana, with the average age of certified operators being 52 in Montana. Many more operators are retiring from systems than are entering systems especially in small systems, of which Montana has many.

6. Resources

A. Will additional faculty resources be required to implement this program? If yes, please describe the need and indicate the plan for meeting this need.

Most likely not as the plan is to use the current faculty to teach Northern's courses and to use METC's staff and instructors to teach the METC courses.

B. Are other, additional resources required to ensure the success of the proposed program? If yes, please describe the need and indicate the plan for meeting this need.

No.

7. Assessment

How will the success of the program be measured?

In four ways.

- 1) By enrollment in the certificate programs and graduates from the certificate programs.
- 2) By increased enrollment in the AAS program and graduates from the AAS program.
- 3) By increased number of certified water and wastewater operators in Montana.
- 4) By graduates employed as operators and technicians in-state and out-of-state.

8. Process Leading to Submission

Describe the process of developing and approving the proposed program. Indicate, where appropriate, involvement by faculty, students, community members, potential employers, accrediting agencies, etc.

MSU Northern's Faculty approved the program. MSU Northern students in the BS Civil Engineering, AAS Plumbing and AAS Water Quality Technology degree programs were reviewed and provided input as to the value of the certificate program to students. An advisory committee was made up of managers and operators as well as other professionals in the field. The committee advised MSU Northern on the curriculum content and made suggestions on how to deliver the certificate programs from a distance and possible on-site workshops.

COURSE REVISION FORM

NEW X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____
College CEASN Program Area Environmental Health & Safety for Water & Wastewater Personnel Date _____
Submitter Carol A. Reifhneider Dean Carol A. Reifhneider Date 9-15-14
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):
This course is part of the proposed courses for the water quality certificate programs. It is designed to introduce health and safety techniques used in water and wastewater operations.

Please provide the following information:

College: CEASN
Program Area: Water Quality
Date: 10/30/12
Course Prefix & No.: TSCI 1xx

Course Title: Environmental Health & Safety for Water & Wastewater Personnel
Credits: 1 credit

Required by: Water Quality – all certificates

Selective in:

Elective in:

General Education:

Lecture: XXX

Lecture/Lab:

Gradable Lab:

Contact hours lecture: 15 hours

Contact hours lab:

Current Catalog Description (include all prerequisites):

There is no current description.

Proposed or New Catalog Description (include all prerequisites):

Provide students with fundamental knowledge of maintaining a safe, healthful work environment, as well as protecting the local community and environment from potential hazards generated by water and wastewater system activities.

Course Outcome Objectives:

Students who successfully complete this course will have gained the knowledge to protect themselves against (1) blood borne pathogens and (2) heat and cold stress as well as the importance of (1) personal protective equipment, (2) hearing protection, (3) respiration protection, (4) hazard communication, (5) laboratory safety, and (6) chemical security and spill cleanup. Students will also understand the components of lockout/tagout, permit required confined space and trenching, shoring and excavation safety programs.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

Possible demonstration by local utilities on lockout/tagout, confined space entry and trenching, shoring and excavation.

COURSE REVISION FORM

NEW X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College CEASN Program Area Water & Wastewater School Date _____

Submitter Carol A. Reppner Dean Carol A. Reppner Date 9-15-14
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):
This course is part of the proposed courses for the water quality certificate programs. It is designed to introduce students to current topics of importance to the field of water and wastewater.

Please provide the following information:

College: CEASN
Program Area: Water Quality
Date: 10/22/12
Course Prefix & No.: TSCI 2xx

Course Title: Water and Wastewater Schools
Credits: 2 credit

Required by: Water Quality – wastewater collection & wastewater treatment certificates

Selective in:

Elective in:

General Education:

Lecture: 30 hours

Lecture/Lab:

Gradable Lab:

Contact hours lecture: 30 hours

Contact hours lab:

Current Catalog Description (include all prerequisites):

There is no current description.

Proposed or New Catalog Description (include all prerequisites):

This course will introduce students to current topics of importance to the field of water and wastewater operations in addition to having the opportunity to review material in preparation for taking the State of Montana Certification examinations.

Course Outcome Objectives:

Students who successfully complete this course will:

- 1) Understand the current topics in the field of water and wastewater;
- 2) Have basic knowledge about federal, state and local wastewater regulations;
- 3) Review topics required for successful completion of the state certification exams;
- 4) Be familiar with state and federal regulations that govern water and wastewater; and
- 5) Have basic knowledge of collection systems, distribution systems, treatment system utilized in the water and wastewater profession.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

COURSE REVISION FORM

NEW X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College CEASN Program Area Backflow Prevention Date _____

Submitter Carol A. Rejzbrand Dean Carol A. Rejzbrand Date _____
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):
This course is part of the proposed courses for the water quality certificate programs. It is designed to introduce students to cross-connection control and backflow prevention and the testers that are used.

Please provide the following information:

College: CEASN
Program Area: Water Quality
Date: 10/27/12
Course Prefix & No.: TSC1 2xx

Course Title: Backflow Prevention
Credits: 3 credit

Required by: Water Quality – wastewater collection & wastewater treatment certificates

Selective in:
Elective in:
General Education:

Lecture:
Lecture/Lab: 60 hours
Gradable Lab:

Contact hours lecture: 30 hours
Contact hours lab: 30 hours

Current Catalog Description (include all prerequisites):
There is no current description.

Proposed or New Catalog Description (include all prerequisites):
Provide students with a basic knowledge of understanding of field testing methods on 4 valves; pressure vacuum breakers, spill resistant vacuum breakers, reduced pressure principle assemblies, and double check assemblies. Students will gain knowledge in hydraulics, backflow and backsiphonage, types of cross connections, and degrees of hazard and state and federal regulations. Completion of this course and the written and practical exams will result in certification by ABPA as a backflow prevention assembly tester.

- Course Outcome Objectives:**
Students who successfully complete this course will:
- 1) Understand the field testing methods on 4 valves;
 - 2) Have basic knowledge about federal, state and local backflow regulations;
 - 3) Have hands on experience with backflow testing assemblies;
 - 4) Be familiar with connections, special application devices, and unapproved devices;
 - 5) Understand the importance of cross-connection control and backflow prevention;
 - 6) Be familiar with the maintenance and repair of devices.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

COURSE REVISION FORM

NEW X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____
College CEASN Program Area Basic Course for Small Public Drinking Water Systems Date 10/22/12
Submitter _____ Dean Carek Rahner Date 9-15-14
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):
This course is part of the proposed courses for the water quality certificate programs. It is designed to introduce students to water treatment systems commonly by municipalities to treat water for human consumption.

Please provide the following information:

College: CEASN
Program Area: Water Quality
Date: 10/22/12
Course Prefix & No.: TSCI 1xx

Course Title: Basics Course for Small Public Drinking Water Systems
Credits: 1 credit

Required by: Water Quality – water distribution and water treatment certificates

Selective in:

Elective in:

General Education:

Lecture: XXX

Lecture/Lab:

Gradable Lab:

Contact hours lecture: 15 hours

Contact hours lab:

Current Catalog Description (include all prerequisites):

There is no current description.

Proposed or New Catalog Description (include all prerequisites):

Provide students with a basic knowledge of drinking water treatment systems including: (1) the fundamentals of water; (2) science concepts related to the treatment of water; (3) water hydraulics; (4) the common components of a water distribution system; (5) safety concerns when working in water treatment and water distribution systems; (6) regulatory requirements for water systems in Montana; and (7) common math calculations used in drinking water systems.

Course Outcome Objectives:

Students who successfully complete this course will:

- 1) Understand the characteristics, sources and classification of water;
- 2) Have basic knowledge about federal, state water regulations;
- 3) Recognize distribution system and water treatment structure components;
- 4) Understand the chemical and biological characteristics of water as well as hydraulics related to water;
- 5) Understand the types of treatment commonly used for groundwater and the common components and operation of a distribution system;
- 6) Have basic knowledge related to safety concerns associated with small public drinking water systems as well as state and federal safety regulations;
- 7) Understand common calculations used in drinking water systems

COLLEGE REVISION FORM

NEW DROPPED MAJOR REVISION FOR INFORMATION ONLY

Department: _____
Institution: _____
Date: _____

Please provide a brief explanation of rationale for the proposed revision(s):
This course is part of the proposed course for the water quality treatment program designed to introduce students to water treatment systems commonly by municipalities to treat water for human consumption.

Please provide the following information:
Course Prefix & No.: _____
Title: _____
Program Area: _____
Water Quality: _____
Credits: _____

Course Title: _____
Credits: _____
Basic Course for Small Public Drinking Water Systems

Revised by: _____
Effective in: _____
Effective to: _____
General Education: _____
Transferable: _____
Transferable to: _____
Course hours lecture: _____
Contact hours lab: _____
Contact hours total: _____
Current Catalog Description (include all prerequisites):
There is no current description.

Proposed or New Catalog Description (include all prerequisites):
Provide students with a basic knowledge of drinking water treatment systems including (1) the fundamentals of water, (2) science concepts related to the treatment of water, (3) water distribution systems, (4) the common components of a water distribution system, (5) safety concepts related to working in water treatment and water distribution systems, (6) regulatory requirements for water systems in Missouri, and (7) common math calculations used in drinking water systems.

Course Outcome Objectives:
Students who successfully complete this course will:
1) Understand the characteristics, sources and classification of water.
2) Have basic knowledge about water quality parameters.
3) Recognize distribution system and water treatment system components.
4) Understand the chemical and biological characteristics of water as well as systems related to water.
5) Understand the types of treatment commonly used in groundwater and the common components and operation of a distribution system.
6) Have basic knowledge related to water quality parameters associated with public drinking water systems as well as state and federal water quality standards.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

Computer to run training CD. Must have Windows XP or later.

COURSE REVISION FORM

NEW X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College CEASN Program Area Pumps & Motors Operation and Maintenance Date _____
Submitter Carol A. Rejzner Dean Carol A. Rejzner Date 9-15-14
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):
This course is part of the proposed courses for the water quality certificate programs. It is designed to introduce students to the types of pumps and motors commonly used in municipal water and wastewater systems.

Please provide the following information:

College: CEASN
Program Area: Water Quality
Date: 10/22/12
Course Prefix & No.: TSCI 1xx

Course Title: Pumps and Motors Operation and Maintenance
Credits: 1 credit

Required by: Water Quality – water distribution certificate

Selective in:

Elective in:

General Education:

Lecture: XXX

Lecture/Lab:

Gradable Lab:

Contact hours lecture: 15 hours

Contact hours lab:

Current Catalog Description (include all prerequisites):

There is no current description.

Proposed or New Catalog Description (include all prerequisites):

Provide students with introductory concepts of pumps and motors used in the water and wastewater industry and general operation, maintenance and troubleshooting of each. Various types of pumps will be discussed including centrifugal, submersible, dose, screw and sludge pumps. Attention will also be given to hydraulic conditions and pump devices for the efficient use of pumps. Tours of the local water and wastewater systems will provide students the opportunity to see the pumps and motors in-line and operational.

Course Outcome Objectives:

Students who successfully complete this course will:

- 1) Have a general understanding of the operation and application of centrifugal, submersible, dose, screw and sludge pumps & their associated motors and the appropriate applications for each within water and wastewater systems.
- 2) Have a general knowledge of variable frequency drives, booster systems, mechanical seals and lift stations.
- 3) Gain an understanding of the importance of the proper installation and care of pumps and motors.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

Water and wastewater treatment facilities for tours to view pumps and motors in-line and operating.

COURSE REVISION FORM

NEW X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College CEASN Program Area Valves & Hydrants Date _____

Submitter _____ Dean Carol A. Lappner Date 9-15-14
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):
This course is part of the proposed courses for the water quality certificate programs. It is designed to introduce students to the various types of valves and hydrants used in municipal water system distribution operations.

Please provide the following information:

College: CEASN
Program Area: Water Quality
Date: 10/30/12
Course Prefix & No.: TSCI 1xx

Course Title: Valves and Hydrants Operators
Credits: 1 credit

Required by: Water Quality – water distribution certificate

Selective in:

Elective in:

General Education:

Lecture:

Lecture/Lab:

Gradable Lab:

Contact hours lecture: 15 hours

Contact hours lab:

Current Catalog Description (include all prerequisites):

There is no current description.

Proposed or New Catalog Description (include all prerequisites):

This course will provide students information on how to plan and schedule maintenance work for valves and hydrants as well as safety practice pertaining to valves and hydrants. Students will also gain knowledge about the types of valves and their uses, the types of fire hydrants and the use of tools required for maintenance and hydrant repair.

Course Outcome Objectives:

Students who successfully complete this course will be familiar with (1) valve classifications, (2) water main isolation valves, (3) automatic control valves, (4) pressure reducing valves, (5) backflow prevention assemblies, (6) fire hydrants, (7) drilling and tapping machines and (8) line locating and leak detection equipment.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources. Possible demonstration of drilling and tapping equipment by manufacturer representatives.

May 19-20, 2016

ITEM 171-2807-R0516

Request for Authorization to Offer Water Treatment Certificate

THAT

The Montana Board of Regents grants Montana State University Northern approval to offer Water Treatment Certificate to our students.

EXPLANATION

The purpose of this curriculum proposal is to add a departmental certificate program to MSU Northern's Water Quality Technology: Environmental Health Associate of Applied Science (AAS) degree program. This proposal is unique and innovative in that it utilizes; courses that are already a part of the AAS Water Quality Technology program as well as; courses that are already a part of the Montana Environmental Training Center's (METC) programs, which are housed at MSU Northern, to recertify licensed wastewater treatment operators in the state of Montana.

ATTACHMENTS

Academic Proposal Request Form
Curriculum Proposal Form
Attachment 1 – Course Forms

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

Item Number: 171-2807-R0516

Meeting Date: May 19-20, 2016

Institution: Montana State University Northern

CIP Code: 15.0506

Program Title: Water Treatment Certificate

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit the [Academic Affairs Handbook](#).

 A. Notifications:

Notifications are announcements conveyed to the Board of Regents at the next regular meeting.

 1a. Placing a program into moratorium (Document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)

 1b. Withdrawing a program from moratorium

 2. Intent to terminate an existing major, minor, option or certificate – Step 1 (Phase I Program Termination Checklist)

 3. Campus Certificates- Adding, re-titling, terminating or revising a campus certificate of 29 credits or less

 4. BAS/AA/AS Area of Study

 B. Level I:

Level I proposals are those that may be approved by the Commissioner of Higher Education. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the Board.

 1. Re-titling an existing major, minor, option or certificate

 2. Adding a new minor or certificate where there is a major or an option in a major (Curriculum Proposal Form)

 3. Revising a program (Curriculum Proposal Form)

 4. Distance or online delivery of an existing degree or certificate program

 5. Terminating an existing major, minor, option or certificate – Step 2 (Completed Program Termination Checklist)

 Temporary Certificate or AAS Degree Program

Approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the proposal to go through the normal Level II Proposal approval process.

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

C. Level I with Level II Documentation:

This type of proposal may go to the Board as a Level I item if all Chief Academic Officers are in agreement. If consensus among the Chief Academic Officers is not reached, however, the item will go to the Board as a Level II request.

1. Consolidating existing programs and/or degrees (Curriculum Proposal Form)

D. Level II:

Level II proposals require approval of the Board of Regents. These requests will go to the Board in a two-meeting format, the first being as informational and the second as action.

1. Re-titling a degree (ex. From B.A. to B.F.A)

2. Adding a new minor or certificate where there is no major or option in a major (Curriculum Proposal Form)

3. Establishing a new degree or adding a major or option to an existing degree (Curriculum Proposal Form)

4. Forming, eliminating or consolidating a college, division, school, department, institute, bureau, center, station, laboratory or similar unit (Curriculum Proposal Form or Center Proposal Form, except when eliminating or consolidating)

5. Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit

Specify Request:

This proposal is unique and innovative in that it utilizes; courses that are already a part of the AAS Water Quality Technology program as well as; courses that are already a part of the Montana Environmental Training Center's (METC) programs, which is housed at MSU Northern, to recertify licensed water treatment, water distribution system, wastewater treatment, industrial wastewater and on-site waste water operators in the state of Montana.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

1. Overview

The purpose of this curriculum proposal is to add a departmental certificate program to MSU Northern's Water Quality Technology: Environmental Health Associate of Applied Science (AAS) degree program. This proposal is unique and innovative in that it utilizes; courses that are already a part of the AAS Water Quality Technology program as well as; courses that are already a part of the Montana Environmental Training Center's (METC) programs, which is housed at MSU Northern, to recertify licensed water treatment operators in the state of Montana.

2. Provide a one paragraph description of the proposed program. Be specific about what degree, major, minor or option is sought.

To obtain a departmental certificate in Water Treatment, the program requires completion of all classes specifically designed for the certificate program. The curriculum is multi-entry and can be completed in one year. Classes are offered using various delivery methods such as on-line classes (Desire2Learn), classroom, and short courses. Students can begin a certificate program with any of the required classes at any time. After completing the certificate program students will have the basic knowledge needed for entry level employment in the area water treatment. Students will be ready to sit for the Montana State Certification Examination and become certified as an "Operator-in-Training" in their chosen field. Students will also have specific knowledge of drinking water and/or wastewater systems that employers have identified as pertinent for job applicants to have prior to employment. Or students can roll their one year certificate into their first year of the AAS degree in Water Quality Technology and only have one year left to complete the AAS Water Quality Technology degree.

3. Need

A. To what specific need is the institution responding in developing the proposed program?

The need for water and wastewater operators in municipal and private water and wastewater systems is nearing critical mass, not only nationally but right here in Montana, with the average age of certified operators being 45. Many more operators are retiring from systems than are entering systems especially in small systems, of which Montana has many. This proposal aims to bring students interested in working in both large and small municipalities and small municipalities into the field. Then provide them with enough information in one year that they can sit for the state certification exam and successfully pass the exam the first time. Hopefully by completing the certificate program they will see the value in the Water quality program and how close they are to having the AAS degree and continue on and complete the Water Quality Technology AAS degree thus making them even more valuable to an employer.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

B. How will students and any other affected constituencies be served by the proposed program?

Those students looking to get into the work force quickly can complete the certificate within one year, sit for a state exam and apply for a job. Or they can be working on a certificate, apply for a job and get a job, complete the certificate and then sit for the exam.

This program will provide graduates of MSU Northern's Civil Engineering Technology Bachelor of Science degree program, Plumbing Technology Associate of Applied Science Technology program, and Water Quality Associate of Applied Science Technology Program more avenues of employment. By completing one of the four certificates in the water quality program not only will they be earning a departmental certificate from MSU Northern but by completing the required Backflow Prevention Assembly Testers core course they will be nationally certified as a backflow prevention assembly tester and by sitting for a state of Montana operator certification exam they will be certified by the state of Montana as an Operator-in-Training as either a Water Operator, Wastewater Operator, Water Distribution Operator, Industrial Wastewater operator or On-site Wastewater Operator.

Other constituencies (water and wastewater operators, sanitarians, engineers, plumbers, and industry representatives) already utilizing the Montana Environmental Training Center's programs that may benefit from the certificate program are those water and wastewater operators already working in municipalities and other systems who would like to further their education and would see these certificate programs as a way to do so by being able to take online courses and get college credit for taking some of METC's courses.

C. What is the anticipated demand for the program? How was this determined?

Anticipated demand for this program is high, if as many courses as possible are offered as online courses by MSU Northern and short three to five day courses by METC. This format is highly desirable for those already working in the industry and for those that are place bound across the state wishing to get into the industry. In addition, some of Montana's larger municipalities are voicing interest in this program format to the METC Interim Director as a possible method for personnel training. In 2009 the Interim Director also had a list of 126 potential students whom could still possibly be potential students.

Demand for the MSU Northern's AAS Water Quality Technology program first surfaced in 2009; when the Montana Environmental Training Center began conducting surveys for the need of the program to return and; when then MSU Northern Provost Joe Callahan began receiving letters from those in the water and wastewater industry including municipalities large and small, state agencies, engineering firms and even the Environmental Protection Agency. This prompted the Provost to encourage the Board of Regents to lift the moratorium. Since this time, the Montana Department of Environmental Quality (DEQ) has noted an increase in the lack of trained operators for systems in Montana. In addition, the US EPA has identified the water and wastewater industry as an area for returning military veterans to find employment.

In March of 2009 the DEQ's Water and Wastewater Operator Certification program provided METC the following data: 224 (14%) active operators in Montana were 62 years of age or older. And, another 82 active operators were between the ages of 60 and 62 (5.1%). Thus, 19.1% of the 1,602 certified water and wastewater operators in Montana in 2009 were over the age of 60 and closing in on retirement.

The January/February 2011 edition of Water Efficiency stated that "In the study done by the American Water Works Association (AWWA) and the Water Environment Federation (WEF) the highest level of need for non-administrative employees was in the area of certified plant operators in both drinking and wastewater plants." AWWA also identified in its 2010 State of the Industry report workforce issues as one of the top five

Montana Board of Regents
CURRICULUM PROPOSAL FORM

topics of concern. This problem has been increasing in intensity since AWWA first brought its concern to the attention of the industry in 2005. It is now estimated that 40% of the workforce will retire in the next 10 years.

Every public community, which is defined as 15 hook-ups or having a population of 25 full-time residents, requires a certified water treatment operator and wastewater treatment operator to monitor, report data, operate and maintain its water and wastewater treatment systems. The demand for students from the water quality program has increased by at least 100 percent. Salaries for water quality technicians range from \$20,000 up to \$50,000 per year.

4. Institutional and System Fit

A. What is the connection between the proposed program and existing programs at the institution?

Currently, MSU Northern is the only institution in Montana that provides an AAS degree for students seeking employment as water and wastewater operators. Most of the core courses for the proposed program are courses that are part of MSU Northern's AAS Water Quality Technology degree or METC's recertifying programs.

B. Will approval of the proposed program require changes to any existing programs at the institution? If so, please describe.

It will add some courses to the curriculum and require that METC attached assignments and a grading system to those courses which will become a part of the certificate program.

C. Describe what differentiates this program from other, closely related programs at the institution (if appropriate).

Not appropriate, no closely related programs at MSU Northern.

D. How does the proposed program serve to advance the strategic goals of the institution?

The proposed program serves to provide education that can be used directly and immediately in the water and wastewater industry. Completion of the program prepares students to sit for the state certification exams. This is a tenant of the mission of MSU Northern.

E. Describe the relationship between the proposed program and any similar programs within the Montana University System. In cases of substantial duplication, explain the need for the proposed program at an additional institution. Describe any efforts that were made to collaborate with these similar programs; and if no efforts were made, explain why. If articulation or transfer agreements have been developed for the substantially duplicated programs, please include the agreement(s) as part of the documentation.

No other similar programs exist within the Montana University System.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

5. Program Details

A. Provide a detailed description of the proposed curriculum. Where possible, present the information in the form intended to appear in the catalog or other publications. NOTE: In the case of two-year degree programs and certificates of applied science, the curriculum should include enough detail to determine if the characteristics set out in Regents’ Policy 301.12 have been met.

Water Treatment Option – Total Credits Required = 31

Core Courses (19 credits) required for each certificate would be:

TSCI 110	Intro to Water & Wastewater	online	4 credits
METC	Environmental Health & Safety for W/WW Operators	online	1 credit
MATH 111	Technical Math	online	3 credits
AGTE 206	Applied Water Hydraulics	online	3 credits
WRIT 108	Elementary Technical Writing	online	3 credits
COMX 115	Intro to Interpersonal Communications	online	3 credits
METC	Backflow Assembly Testers Course	traditional	3 credits
METC	Spring, Summer or Fall Water Schools	traditional	<u>2 credits</u>
			22 credits

Required Courses (9 credits)

TSCI 230	Intro to Groundwater Concepts	online	3 credits
TSCI 233	Water Treatment Processes	online	3 credits
TSCI 234	Water Treatment Processes Lab	traditional	2 credits
MDEQ	Operator Basics	CD-ROM	<u>1 credit</u>
			9 credits

Elective Courses (none required)

B. Describe the planned implementation of the proposed program, including estimates of numbers of students at each stage.

Anticipated demand for this program is high, if as many courses as possible are offered online by MSU Northern and as short three to five day courses by METC. This format is highly desirable for those already working in the industry and for those that are place bound across the state wishing to get into the industry. In addition, some of Montana’s larger municipalities are voicing interest in this program format as a possible method for personnel training and advancement. In 2009 METC’s Director has a list of 126 potential students whom could still be potential students.

The need for water and wastewater operators in municipal and private water and wastewater systems is nearing critical mass, not only nationally but right here in Montana, with the average age of certified operators being 52 in Montana. Many more operators are retiring from systems than are entering systems especially in small systems, of which Montana has many.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

6. Resources

- A. Will additional faculty resources be required to implement this program? If yes, please describe the need and indicate the plan for meeting this need.**

Most likely not as the plan is to use the current faculty to teach Northern's courses and to use METC's staff and instructors to teach the METC courses.

- B. Are other, additional resources required to ensure the success of the proposed program? If yes, please describe the need and indicate the plan for meeting this need.**

No.

7. Assessment

How will the success of the program be measured?

In four ways.

- 1) By enrollment in the certificate programs and graduates from the certificate programs.
- 2) By increased enrollment in the AAS program and graduates from the AAS program.
- 3) By increased number of certified water and wastewater operators in Montana.
- 4) By graduates employed as operators and technicians in-state and out-of-state.

8. Process Leading to Submission

Describe the process of developing and approving the proposed program. Indicate, where appropriate, involvement by faculty, students, community members, potential employers, accrediting agencies, etc.

MSU Northern's Faculty approved the program. MSU Northern students in the BS Civil Engineering, AAS Plumbing and AAS Water Quality Technology degree programs were reviewed and provided input as to the value of the certificate program to students. An advisory committee was made up of managers and operators as well as other professionals in the field. The committee advised MSU Northern on the curriculum content and made suggestions on how to deliver the certificate programs from a distance and possible on-site workshops.

COURSE REVISION FORM

NEW X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____
College CEASN Program Area Environmental Health & Safety for Water Wastewater Personnel Date _____
Submitter Carol A. Reifmeyer Dean Carol A. Reifmeyer Date _____
Signature Signature (indicates "College" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):
This course is part of the proposed courses for the water quality certificate programs. It is designed to introduce health and safety techniques used in water and wastewater operations.

Please provide the following information:

College: CEASN
Program Area: Water Quality
Date: 10/30/12
Course Prefix & No.: TSCI 1xx

Course Title: Environmental Health & Safety for Water & Wastewater Personnel
Credits: 1 credit

Required by: Water Quality – all certificates

Selective in:

Elective in:

General Education:

Lecture: XXX

Lecture/Lab:

Gradable Lab:

Contact hours lecture: 15 hours

Contact hours lab:

Current Catalog Description (include all prerequisites):

There is no current description.

Proposed or New Catalog Description (include all prerequisites):

Provide students with fundamental knowledge of maintaining a safe, healthful work environment, as well as protecting the local community and environment from potential hazards generated by water and wastewater system activities.

Course Outcome Objectives:

Students who successfully complete this course will have gained the knowledge to protect themselves against (1) blood borne pathogens and (2) heat and cold stress as well as the importance of (1) personal protective equipment, (2) hearing protection, (3) respiration protection, (4) hazard communication, (5) laboratory safety, and (6) chemical security and spill cleanup. Students will also understand the components of lockout/tagout, permit required confined space and trenching, shoring and excavation safety programs.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

Possible demonstration by local utilities on lockout/tagout, confined space entry and trenching, shoring and excavation.

COURSE REVISION FORM

NEW X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College CEASN Program Area Water & Wastewater School Date _____

Submitter Carol A. Rejzmand Dean Carol A. Rejzmand Date 9-15-14
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):
This course is part of the proposed courses for the water quality certificate programs. It is designed to introduce students to current topics of importance to the field of water and wastewater.

Please provide the following information:

College: CEASN
Program Area: Water Quality
Date: 10/22/12
Course Prefix & No.: TSCI 2xx

Course Title: Water and Wastewater Schools
Credits: 2 credit

Required by: Water Quality – wastewater collection & wastewater treatment certificates

Selective in:

Elective in:

General Education:

Lecture: 30 hours

Lecture/Lab:

Gradable Lab:

Contact hours lecture: 30 hours

Contact hours lab:

Current Catalog Description (include all prerequisites):

There is no current description.

Proposed or New Catalog Description (include all prerequisites):

This course will introduce students to current topics of importance to the field of water and wastewater operations in addition to having the opportunity to review material in preparation for taking the State of Montana Certification examinations.

Course Outcome Objectives:

Students who successfully complete this course will:

- 1) Understand the current topics in the field of water and wastewater;
- 2) Have basic knowledge about federal, state and local wastewater regulations;
- 3) Review topics required for successful completion of the state certification exams;
- 4) Be familiar with state and federal regulations that govern water and wastewater; and
- 5) Have basic knowledge of collection systems, distribution systems, treatment system utilized in the water and wastewater profession.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

COURSE REVISION FORM

NEW X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College CEASN Program Area Backflow Prevention Date _____

Submitter Carol A. Refshnaed Dean Carol A. Refshnaed Date _____
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):
This course is part of the proposed courses for the water quality certificate programs. It is designed to introduce students to cross-connection control and backflow prevention and the testers that are used.

Please provide the following information:

College: CEASN
Program Area: Water Quality
Date: 10/27/12
Course Prefix & No.: TSCI 2xx

Course Title: Backflow Prevention
Credits: 3 credit

Required by: Water Quality – wastewater collection & wastewater treatment certificates

Selective in:

Elective in:

General Education:

Lecture:

Lecture/Lab: 60 hours

Gradable Lab:

Contact hours lecture: 30 hours

Contact hours lab: 30 hours

Current Catalog Description (include all prerequisites):

There is no current description.

Proposed or New Catalog Description (include all prerequisites):

Provide students with a basic knowledge of understanding of field testing methods on 4 valves; pressure vacuum breakers, spill resistant vacuum breakers, reduced pressure principle assemblies, and double check assemblies. Students will gain knowledge in hydraulics, backflow and backsiphonage, types of cross connections, and degrees of hazard and state and federal regulations. Completion of this course and the written and practical exams will result in certification by ABPA as a backflow prevention assembly tester.

Course Outcome Objectives:

Students who successfully complete this course will:

- 1) Understand the field testing methods on 4 valves;
- 2) Have basic knowledge about federal, state and local backflow regulations;
- 3) Have hands on experience with backflow testing assemblies;
- 4) Be familiar with connections, special application devices, and unapproved devices;
- 5) Understand the importance of cross-connection control and backflow prevention;
- 6) Be familiar with the maintenance and repair of devices.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

COURSE REVISION FORM

NEW X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College CEASN Program Area Basic Course for Small Public Drinking Water Systems Date 10/22/12

Submitter _____ Dean Candice R. Johnson Date 9-15-14

Signature _____ Signature (indicates "college" level approval) _____

Please provide a brief explanation & rationale for the proposed revision(s):
 This course is part of the proposed courses for the water quality certificate programs. It is designed to introduce students to water treatment systems commonly by municipalities to treat water for human consumption.

Please provide the following information:

College: CEASN
Program Area: Water Quality
Date: 10/22/12
Course Prefix & No.: TSCI 1xx

Course Title: Basics Course for Small Public Drinking Water Systems
Credits: 1 credit

Required by: Water Quality – water distribution and water treatment certificates

Selective in:

Elective in:

General Education:

Lecture: XXX

Lecture/Lab:

Gradable Lab:

Contact hours lecture: 15 hours

Contact hours lab:

Current Catalog Description (include all prerequisites):

There is no current description.

Proposed or New Catalog Description (include all prerequisites):

Provide students with a basic knowledge of drinking water treatment systems including: (1) the fundamentals of water; (2) science concepts related to the treatment of water; (3) water hydraulics; (4) the common components of a water distribution system; (5) safety concerns when working in water treatment and water distribution systems; (6) regulatory requirements for water systems in Montana; and (7) common math calculations used in drinking water systems.

Course Outcome Objectives:

Students who successfully complete this course will:

- 1) Understand the characteristics, sources and classification of water;
- 2) Have basic knowledge about federal, state water regulations;
- 3) Recognize distribution system and water treatment structure components;
- 4) Understand the chemical and biological characteristics of water as well as hydraulics related to water;
- 5) Understand the types of treatment commonly used for groundwater and the common components and operation of a distribution system;
- 6) Have basic knowledge related to safety concerns associated with small public drinking water systems as well as state and federal safety regulations;
- 7) Understand common calculations used in drinking water systems

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

Computer to run training CD. Must have Windows XP or later.

May 19-20, 2016

ITEM 171-1004-R0516

Request for Authorization to Offer a CAS in Construction Management , Missoula College-UM

THAT

The Board of Regents of Higher Education authorizes Missoula College-UM to offer a Certificate of Applied Science in Construction Management.

EXPLANATION

The Certificate of Applied Science in Construction Management creates a one-year course of study for students seeking training in both the technical and managerial aspects of the construction industry. This program was created in direct response to feedback from students interested in developing avenues for career advancement and employers seeking credentialed, skilled and competent carpenters to be responsive to emerging workforce needs. Students working toward the Construction Management CAS may decide to seamlessly continue their course of study to receive an Associate of Applied Science in Sustainable Construction Technology.

ATTACHMENTS

Academic Proposal Request Form
Curriculum Proposal Form
Attachment 1: CAS Required Courses

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

ITEM 171-1004-R0516

Meeting Date May 19-20, 2016

Institution: Missoula College-UM

CIP Code: 52.2001

Program/Center/Institute Title: Construction Management CAS

Includes (please specify below): Online Offering _____ Options _____

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit <http://mus.edu/che/arsa/preparingacademicproposals.asp>.

 A. Level I:

Campus Approvals

 1a. Placing a program into moratorium (Document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)

 1b. Withdrawing a program from moratorium

 2. Adding, re-titling, terminating or revising a campus Certificate of 29 credits or less

 3. Adding a BAS/AA/AS Area of Study

 4. Offering an existing program via distance or online delivery

OCHE Approvals

 5. Re-titling an existing postsecondary educational program

 6. Terminating an existing postsecondary educational program (Program Termination Checklist)

 7. Consolidating existing postsecondary educational programs (Curriculum Proposal Form)

 8. Adding a new minor where there is a major or an option in a major (Curriculum Proposal Form)

 9. Revising a program (Curriculum Proposal Form)

 10. Adding a temporary Certificate or AAS Degree Program *Approval limited to 2 years*

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

X **B. Level II:**

- X 1. **Establishing a new postsecondary educational program** (Curriculum Proposal and Reviewed Intent to Plan Form)
- _____ 2. **Exceeding the 120 credit maximum for baccalaureate degrees** *Exception to policy 301.11*
- _____ 4. **Forming, eliminating or consolidating a college, division, school, department, institute, bureau, center, station, laboratory or similar unit** (Curriculum or Center/Institute Proposal and Reviewed Intent to Plan Form, except when eliminating or consolidating)
- _____ 5. **Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit**

Specify Request:

The Industrial Technology Department has been asked by many students in almost all of our programs if there are avenues that lead more toward the management side of construction. We have been contacted by contractors large and small inquiring about potential classes that current employees could attend to further their advancement in the company. As this idea evolved, with feedback from local contractors and high schools (Big Sky Pathways), it has led to the configuration of existing classes and the ultimate development of a program not offered elsewhere in Montana. Missoula College is requesting the development of a CAS in Construction Management to complement its current programs in the field.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

1. Overview

This is a proposal for a new Certificate of Applied Science in Construction Management within the Carpentry/Sustainable Construction Technology program of the Industrial Technology Department of Missoula College.

2. Provide a one paragraph description of the proposed program. Be specific about what degree, major, minor or option is sought.

The Certificate of Applied Science in Construction Management creates a one-year course of study for students seeking training in both the technical and managerial aspects of the construction industry. In addition to general education courses, students will learn the various steps of becoming a successful trade person in the construction industry, including safe practices, management and skills competencies. Students in this program will learn to design and complete construction projects in the time and budget allotted. Students in this program develop skills such as project management, budgeting overhead and payroll costs, scheduling, payroll computation and preparation, payroll tax returns, information returns, and identification and compensation of independent contractors. Students also study building cost estimating and scheduling of subcontractors and building inspections. This course includes a one-credit embedded lab. The aforementioned coursework is currently offered to students declaring an Associates in the Carpentry/Sustainable Construction Technology program. This new certificate will provide students an exit point earlier in the program and present the opportunity for students to enter the workforce with an academic credential after two semesters of coursework. If the student decides to continue with coursework, they are already on the academic plan of study to complete the Carpentry/Sustainable Construction Technology Associate degree.

3. Need

A. To what specific need is the institution responding in developing the proposed program?

This program was created in direct response to feedback from students interested in developing avenues for career advancement and employers seeking credentialed, skilled and competent carpenters to be responsive to emerging workforce needs. In addition, Big Sky High School is developing a "Construction Academy" and has requested our input for the teaching of construction trades at the high school level. This creates opportunities for this program to be supported by a strong dual credit opportunity for area students.

B. How will students and any other affected constituencies be served by the proposed program?

The emphasis on skills-based technical training paired with management skills development better aligns this program with current workforce needs. Students will benefit significantly from the updated program design, which utilizes existing coursework in a new configuration to create a general foundation of knowledge without the confines of preparing for a single, specific trade. It is anticipated that many students choosing this CAS will go on to pursue an Associates of Applied Science in Carpentry/Sustainable Construction Technology.

C. What is the anticipated demand for the program? How was this determined?

Students who are currently enrolled in one of Industrial Technology's current programs will be qualified for this CAS upon approval. Due to changes in timing of admittance, student enrollment for spring semester 2016 has increased 150 percent over the past semester in Carpentry and Facility Management, and we project that this flexibility will create a sustained increase in enrollment.

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growing need for certified construction workers. One major construction contractor approached the Industrial Technology Department with the intent to train more than 50 employees through available and future program offerings, specifically the CAS in Construction Management. In addition, Big Sky High School indicated during initial meetings with Missoula College and local contractors that there is significant interest in a dual credit option for this program. That option would allow students to complete one or more semesters of this program during their junior and senior years of high school, allowing them to complete the degree within as little as a year after successfully graduating from high school and enrolling at Missoula College.

4. Institutional and System Fit

A. What is the connection between the proposed program and existing programs at the institution?

The Industrial Technology Department currently offers all of the necessary classes to complete this CAS. This certificate complements the existing Associate of Applied Science program in Sustainable Construction Technology.

In addition, we have been working with the Business Technology Department to allow for the transfer of credits for students seeking an emphasis in Entrepreneurship within the Associate of Applied Science degree extension of this CAS.

B. Will approval of the proposed program require changes to any existing programs at the institution? If so, please describe.

No. There is no need to change any existing program at Missoula College at this time as a result of this CAS.

C. Describe what differentiates this program from other, closely related programs at the institution (if appropriate).

The Certificate of Applied Science in Construction Management is different from other programs currently in place at Missoula College in that it creates a one-year course of study for students seeking training in both the technical and managerial aspects of the construction industry.

D. How does the proposed program serve to advance the strategic goals of the institution?

The Construction Management CAS aligns with Missoula College strategic goals as follows:

Increase Adult Student Participation: This certificate is well-suited to adult students currently working in construction fields wishing to advance their existing workplace knowledge by adding Construction Management to their skillset. Our plan to offer as much of the curriculum on-line as possible will make this more attractive to working adults.

Increase High School Participation: We are currently working with Big Sky High School to assist in their development of a "Construction Academy." Though still in development, the Construction Academy would allow high school students to split their time between BSHS and Missoula College's West Campus to offer technical assistance and ensure alignment and continuity of courses. At a minimum, Missoula College will offer dual credit to high school students who enroll in Construction Management classes to give them a foundation to earn a living wage job and still remain in Montana.

E. Describe the relationship between the proposed program and any similar programs within the Montana University System. In cases of substantial duplication, explain the need for the proposed program at an additional institution. Describe any efforts that were made to collaborate with these similar programs; and if no efforts were made, explain why. If articulation or transfer agreements have been developed for the

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substantially duplicated programs, please include the agreement(s) as part of the documentation.

A similar program to the proposed CAS in Construction Management is not offered anywhere else in the state. Great Falls College and MSU Billings offer a CAS in Carpentry, but those programs are specific to a single trade. Only Missoula College would offer classes directed at developing skills for management of construction projects.

5. Program Details

- A. Provide a detailed description of the proposed curriculum. Where possible, present the information in the form intended to appear in the catalog or other publications. NOTE: In the case of two-year degree programs and certificates of applied science, the curriculum should include enough detail to determine if the characteristics set out in Regents' Policy 301.12 have been met.**

Construction Management Certificate of Applied Science

The mission of the Sustainable Construction Technology program is to provide the regional workforce with credentialed, skilled and competent employees and to be responsive to emerging workforce needs. The CT program provides students the opportunity to learn construction skills in a competency-based learning environment. In addition to general education courses, students in the program learn the various steps of becoming a successful trade person in the construction industry, including safe practices. Students construct real-world projects and can earn a Certificate of Applied Science or an Associate of Applied Science degree in Sustainable Construction.

CSTN 120 - Carpentry Basics & Rough-In Framing – 5 Credits

Introduction to the carpentry trade, including history, career opportunities, and requirements. The course covers building materials, fasteners, adhesives, hand tools, and power tools. OSHA rules and regulations for a safe working place and procedures for compliance are covered. This course includes a two-credit embedded lab.

CSTN 142 - Interior & Exterior Finish Carpentry – 4 Credits

Prereq: CSTN 120. Study of various types of siding, gutter systems, roof venting requirements, and framing with metal studs. Installation of sheathing, exterior siding, roofing felt, shingles, insulation vapor barriers, and stairs on small building constructed in CSTN 120. Installation of wood and metal doors. Demonstration of materials, layout and installation of suspended ceilings. Selection and installation of countertops, base cabinets and wall cabinets. Window, door, floor, ceiling trim and drywall are installed in a small building. This course includes a one-credit imbedded lab.

CSTN 171 - Site Preparation, Foundation installation, Concrete placement – 3 Credits

Introduces the process of distance measurement as well as differential and trigonometric leveling for site layout. It covers the principles, equipment, and methods used to perform the site layout tasks that require making angular measurements. This course is designed to also allow students to apply blueprint reading skills as a practical exercise.

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CSTN 261 - Building Management – 4 Credits

Prereq: CSTN 120, 142, 171. Introduction to building business and project management including overhead costs, payroll costs, estimating and scheduling. Covers elements of payroll computation and preparation, payroll tax returns, information returns, and identification and compensation of independent contractors. Students are introduced to building cost estimating, and scheduling of subcontractors and building inspections. This course includes a one-credit imbedded lab.

CSTN 279 - Commercial Construction – 4 Credits

Prereq. CSTN 171, 120, 142. Study and develop skills in metal stud framing, commercial roofing systems, metal and masonry buildings, metal doors and door hardware, suspended ceilings, and fire rated commercial walls.

General Education – 10 Credits

WRIT 101 - 3cr
M 121 – 3cr
CAPP 120 – 3cr
COMX 101 – 1cr

B. Describe the planned implementation of the proposed program, including estimates of numbers of students at each stage.

Excepting the safety prerequisites mentioned above, students can enroll in classes whenever they are offered. Current students have been casually informed of our proposal and are very excited. We currently have five students anticipating Fall approval of this CAS with a desire to complete the entire AAS program. We expect enrollment to double in the next year when it can be officially offered. Due to safety concerns in the lab, our maximum enrollment is twenty.

6. Resources

A. Will additional faculty resources be required to implement this program? If yes, please describe the need and indicate the plan for meeting this need.

No

B. Are other, additional resources required to ensure the success of the proposed program? If yes, please describe the need and indicate the plan for meeting this need.

Not at this time. The overall program is expected to grow and we have a long term plan that will eventually require additional resources. We are already working with local contractors to assist with these resources.

7. Assessment

How will the success of the program be measured?

The measurement of success will be based on the program eventually becoming self-supportive as it grows and more companies get involved. Success will be measured by tracking retention and completion of the program. Graduation will be tracked with a 70-80% goal.

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8. Process Leading to Submission

Describe the process of developing and approving the proposed program. Indicate, where appropriate, involvement by faculty, students, community members, potential employers, accrediting agencies, etc.

The decision to create this offering was the result of discussions with current students, program directors within the Industrial Technology Department, faculty and the desires of local contractors. Informal discussions with visiting counselors and advisors have also been productive and provided positive feedback. As mentioned above, the desire of Big Sky High School to develop multiple paths for juniors and seniors to successfully transition to college has also been a driving factor. In conjunction with other CAS programs offered by the Industrial Technology Department, such as Sustainable Construction, Facility Management Engineering and Carpentry, Construction Management can lead to an optional Associates of Applied Science in Sustainable Construction Technology. This interdisciplinary curriculum offers more flexibility, ultimately increasing student retention in all of the programs offered in the Industrial Technology Department.

Construction Management Certificate of Applied Science

The mission of the Sustainable Construction Technology program is to provide the regional workforce with credentialed, skilled and competent employees and to be responsive to emerging workforce needs. The program provides students the opportunity to learn construction skills in a competency-based learning environment. In addition to general education courses, students in the program learn the various steps of becoming a successful tradesperson in the construction industry, including safe practices, management and skills competencies. Students construct real-world projects and can earn a Certificate of Applied Science and continue for another year to earn an Associate of Applied Science Degree.

CSTN 120 - Carpentry Basics & Rough-In Framing – 5 Credits

Introduction to the carpentry trade, including history, career opportunities, and requirements. The course covers building materials, fasteners, adhesives, hand tools, and power tools. OSHA rules and regulations for a safe working place and procedures for compliance are covered. This course includes a two-credit embedded lab.

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General Education – 10 Credits

WRIT 101 - 3 cr

M 121 – 3 cr

CAPP 120 – 3 cr

COMX 101 – 1 cr

May 19-20, 2016

ITEM 171-1007-R0516

Request for Authorization to Offer a Public Health Ph.D. – University of Montana-Missoula

THAT

The Board of Regents of Higher Education authorizes the University of Montana to offer a PhD in Public Health.

EXPLANATION

This proposal requests approval of a new Ph.D. program in Public Health within the University of Montana's School of Public and Community Health Sciences, expanding our current online Masters of Public Health/Certificate of Public Health programs by offering on-campus coursework, training, and research opportunities. This proposed program capitalizes on our unique environment and location, and fills an important niche by producing public health professionals who will work not only within the state of Montana, but also regionally and globally to protect and improve human health.

ATTACHMENTS

Academic Proposal Request Form

Curriculum Proposal Form

Attachment 1: Letters of Support

Letter of support from Richard Opper, Director of the Montana Department of Public Health and Human Services (DPHHS)

Letter of support from Dr. Reed Humphrey, Professor and Dean of the University of Montana's College of Health Professions and Biomedical Sciences

Letter of support from Ms. Sue Hansen, President of the Montana Public Health Association

Mansfield Library Review

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

ITEM 171-1007-R0516

Meeting Date May 19-20, 2016

Institution: University of Montana-Missoula

CIP Code: 51.2201

Program/Center/Institute Title: Public Health PhD

Includes (please specify below): Online Offering Options

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit <http://mus.edu/che/arsa/preparingacademicproposals.asp>.

 A. Level I:

Campus Approvals

 1a. Placing a program into moratorium (Document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)

 1b. Withdrawing a program from moratorium

 2. Adding, re-titling, terminating or revising a campus Certificate of 29 credits or less

 3. Adding a BAS/AA/AS Area of Study

 4. Offering an existing program via distance or online delivery

OCHE Approvals

 5. Re-titling an existing postsecondary educational program

 6. Terminating an existing postsecondary educational program (Program Termination Checklist)

 7. Consolidating existing postsecondary educational programs (Curriculum Proposal Form)

 8. Adding a new minor where there is a major or an option in a major (Curriculum Proposal Form)

 9. Revising a program (Curriculum Proposal Form)

 10. Adding a temporary Certificate or AAS Degree Program *Approval limited to 2 years*

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X **B. Level II:**

- X 1. **Establishing a new postsecondary educational program** (Curriculum Proposal and Reviewed Intent to Plan Form)
- _____ 2. **Exceeding the 120 credit maximum for baccalaureate degrees** *Exception to policy 301.11*
- _____ 4. **Forming, eliminating or consolidating a college, division, school, department, institute, bureau, center, station, laboratory or similar unit** (Curriculum or Center/Institute Proposal and Reviewed Intent to Plan Form, except when eliminating or consolidating)
- _____ 5. **Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit**

Specify Request:

This proposal requests approval of a new Ph.D. program in Public Health within the University of Montana's School of Public and Community Health Sciences, expanding our current online Masters of Public Health/Certificate of Public Health programs by offering on-campus coursework, training, and research opportunities.

We believe we have grown to the point that we can now offer a sustainable, research-oriented doctoral degree, appropriate for training aspiring public health professionals, tenure-track faculty, and researchers. Importantly, the School of Public and Community Health Sciences was recently identified as "very ready for growth" by the University of Montana's Academic Alignment and Innovation Program (AAIP). In addition, the proposed Ph.D. program in Public Health was identified as the doctoral program at the University of Montana most likely to attract new students.

This proposed program capitalizes on our unique environment and location, and fills an important niche by producing public health professionals who will work not only within the state of Montana, but also regionally and globally to protect and improve human health.

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1. Overview

Throughout the world, populations continue to struggle with common public health issues associated with infectious diseases, overpopulation, and lack of even basic resources such as clean water. In addition, bioterrorism, ebola, health disparities, communicable disease, and climate change are all emerging public health issues impacting the global community. Closer to home, Montana has a population of just over a million people (48th in population density), while also being the 4th largest in land mass. As such, our state faces many unique challenges related to the rural nature of our populations, and these unique challenges may continue to dynamically change in the near future. Some of our biggest challenges include environmental health issues linked to resource extraction, health disparities within our Native American populations residing in both urban and upon our seven reservation communities, and the lack of access to even the most basic medical services for rural Montanans. These global and local issues all underscore the need for new public health professionals to combat the numerous existing and emerging problems impacting human health.

The School of Public and Community Health Sciences at the University of Montana provides professionals in the field, and those new to public health, an opportunity to further their education and skills. Presently this is accomplished through nationally accredited academic programming that provides students an opportunity to obtain a Masters of Public Health (MPH), as well as a Certificate of Public Health (CPH). Our current mission is to provide distance-based learning opportunities, supported by scholarship and service activities, to prepare public health practitioners who will use global insight to improve the health of the people of Montana and other rural areas. To date, this online component has been an important strength of the program. The School of Public and Community Health Sciences is currently the only accredited MPH degree program in Montana, and the only program in the Rocky Mountain west to offer an online learning core curriculum.

This proposal requests approval of a new Ph.D. program in Public Health within the University of Montana's School of Public and Community Health Sciences, expanding our current online MPH/CPH programs by offering on-campus coursework, training, and research opportunities. We believe we have grown to the point that we can now offer a sustainable, research-oriented doctoral degree, appropriate for training aspiring public health professionals, tenure-track faculty, and researchers. Importantly, as further described in Section 3C below, the School of Public and Community Health Sciences was recently identified as "very ready for growth" by the University of Montana's Academic Alignment and Innovation Program (AAIP). In addition, the proposed Ph.D. program in Public Health was identified as the doctoral program at the University of Montana most likely to attract new students. This proposed program capitalizes on our unique environment and location, and fills an important niche by producing public health professionals who will work not only within the state of Montana, but also regionally and globally to protect and improve human health.

2. Provide a one paragraph description of the proposed program. Be specific about what degree, major, minor or option is sought.

We are proposing the addition of a Ph.D. in Public Health to be offered within the University of Montana's School of Public and Community Health Sciences. This program builds on our accredited online MPH/CPH program by offering an on-campus program. We believe this degree will attract regional students, as well as provide Montana students with an additional viable and marketable doctoral degree option. The total number of credits required to complete the Ph.D. is 60. This number is comparable with other Ph.D. programs within not only the University of Montana's College of Health Professions & Biomedical Sciences, but also other doctoral programs in Public Health across the United States.

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3. Need

A. To what specific need is the institution responding in developing the proposed program?

As our MPH program has continued to grow, as a faculty we feel that this is an optimal time to add a doctoral program that not only will offer a strong training component for public health professionals, but also develop research capacity for our faculty and students that directly addresses the increasing public health challenges and issues in our state, as well as emerging global public health issues. The creation of this doctoral option will advance public health in our state by expanding our scientific and applied educational opportunities, and ultimately the public health workforce.

Since starting in 2006, our MPH/CPH programs have evolved dramatically. As of Fall 2015, we currently have 67 students in the program (53 MPH and 14 CPH) from four states throughout the northwest. Our School of Public and Community Health Sciences teaching faculty consists of five core (four full-time and one split-appointment) and 29 affiliate public health faculty from multiple departments across the UM campus - including Biomedical and Pharmaceutical Sciences, Pharmacy Practice, Psychology, Social Work, Health and Human Performance, Political Sciences, and Environmental Studies. Importantly, ours is the only MPH program in the state of Montana, and it is fully accredited by the Council on Education for Public Health (CEPH).

Today, the public health sector is in dire need of highly-qualified specialists. For example, the Association of Schools of Public Health recently predicted a shortage of 250,000 professionals by 2020, equating to about one-third of the existing public health workforce in the US. In Montana, we are seeing similar trends. As summarized in the letter of support from Ms. Sue Hansen (President, Montana Public Health Association), a 2012 survey by the Montana Department of Public Health and Human Services found that over 50% of the lead local public health officials in Montana are planning to retire within 10 years (with approximately 35% retiring within 5 years). A 2013 survey completed by the National Association of County-City Health Officials showed that 25% of local health department top executives are 60 years of age and older. These statistics demonstrate the great need, both at the state and national level, for the development of new public health practitioners to replace the aging public health workforce.

This proposed doctoral program will also fill a prominent void in the northwest US. Currently, the closest Schools of Public Health are located at the University of Washington and Oregon State University, respectively. The nearest CEPH-accredited schools include Brigham Young University, Idaho State University, Oregon Health & Science University / Portland State University, Simon Fraser University, University of Alaska-Anchorage, University of Utah, and Westminster College (Salt Lake), with only the University of Utah offering a Ph.D. in Public Health. There are other, smaller non-accredited public health programs in the Northwest region. However, the University of Montana MPH program remains the primary source of academically rigorous and nationally accredited MPH degreed professionals in the state of Montana.

As faculty, we know that graduated MPH students interested in pursuing a doctoral degree in public health have had to apply out of state due to a lack of local options. If approved, the University of Montana-Missoula would be the only campus in Montana that offers doctoral level training in Public Health. The faculty affiliated with this proposed doctoral program do not take this fact lightly, as we are committed to our mission of training future leaders in the field of public health, enabling them to remedy the existing and emerging public health problems throughout Montana, our region, and globally.

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B. How will students and any other affected constituencies be served by the proposed program?

The University of Montana-Missoula currently has the only MPH program in the state of Montana, and it is fully accredited by CEPH. Likewise, the proposed Ph.D. in Public Health program would be the only doctoral level public health program in Montana (and ultimately CEPH-accredited), providing students living in Montana the option of pursuing doctoral public health training in-state. Following are some additional benefits to students and other affected constituencies:

- While the MPH program has primarily focused on academic training, the Ph.D. program will expand the current training by incorporating a strong research component focused on the rural public health issues and health disparities specific to Montana. It will also provide an expansion of translational science related to rural and health disparity issues in the global community including operational research through our global affiliates.
- Within the State of Montana, our goal is to become the leading source of technical/scientific information related to multiple public health sub-disciplines. As a resource to our State partners, we will strive to support (and actively engage) organizations throughout Montana in their public health missions, including the Department of Public Health and Human Services, Tribal Health Departments, Local/County Health Departments, Tribal Colleges, United States Forest Service, and hospitals/clinics.
- Globally, we will expand upon our collaborations with existing partners in rural areas of the world. For example, an existing collaboration with Akros Global Health in Zambia, Africa, will result in continued sharing of research ideas, internship sites, student/faculty exchanges, and guest lecturing opportunities.
- Both within our state and globally, we will be a source of high-level Public Health professionals for these agencies/entities for years to come.

C. What is the anticipated demand for the program? How was this determined?

As noted above in section 3A, there is a great need, both at the state and national level, for the development of new public health practitioners to replace the aging public health workforce. This is supported by the findings of the Association of Schools of Public Health where a shortage of 250,000 professionals by 2020 is predicted, equating to about one-third of the existing public health workforce in the US. Surveys conducted in Montana showed that over 50% of the lead local public health officials in Montana are planning to retire within 10 years (with approximately 35% retiring within 5 years), and that 25% of local health department top executives are 60 years of age and older.

The idea of a doctoral degree in Public Health began when a small group of Public Health faculty members came together, and started discussing the need for such a program in our state. We then engaged our Public Health Student Association (currently consisting of 32 student and alumni) about the ideas for a new doctoral program, and received an overwhelmingly positive response. This led to the development of the program as described in section 5A below.

The anticipated demand for the proposed program was determined in two ways, including independently by a University of Montana assessment committee, and also by a student/alumni survey. The University of Montana's Academic Alignment and Innovation Program (AAIP) was tasked with assessing all academic programs on campus during the fall 2014/spring 2015. As part of this assessment, AAIP identified the School of Public and Community Health Sciences as "very ready for growth". In addition, the AAIP was charged with evaluating what new programs UM should consider. Out of all of the potential new programs that were formally submitted by units across the University of Montana campus, the Ph.D. in Public Health was identified as the single doctoral program as most likely to attract new students. Notably, AAIP also selected the School of Public and Community Health Sciences as having the most impactful new activities on "international undertakings".

The anticipated demand for our proposed program was also determined through a survey mailout. In April 2015,

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a survey was disseminated to 123 public health students (currently enrolled in our MPH/CPH programs) and alumni across the state of Montana and Northwest US, and queried them about the need for a new Ph.D. program in Public Health at the University of Montana. Following are the main findings of this survey:

Total responses: 41 (out of 123). The majority of the respondents lived in Montana (38 of 41), with the three respondents outside of Montana living in California, Oregon, and Wyoming, respectively. Twenty one (21) of the respondents lived in Missoula.

The academic degree/credentials of the respondents included the following:

- MPH: 35 (85%)
- CPH: 4 (10%)
- Current student: 8 (20%)

Question 1: If a Ph.D. in Public Health program was offered at the University of Montana, would you be interested in enrolling in the program?

- Yes: 28 (68%)
- No: 13 (32%)

Question 2: Please indicate the reason that you would **not** be interested in seeking a Ph.D. in Public Health at this time.

- Concern about cost: 2 (15%)
- Concern about time and effort: 0 (0%)
- Concern about distance from UM campus: 0 (0%)
- Does not help in advancing my career goals: 7 (54%)
- Other: 4 (31%) "enrolling in one in the fall; current employment; moving out-of-state".

Question 3: How soon would you want to start a Ph.D. program in Public Health?

- In the next 6 months: 5 (19%)
- Within the next year: 6 (22%)
- 1-2 years from now: 14 (52%)
- 3 or more years from now: 2 (7%)

Question 4: In what learning environment would you prefer to pursue your Ph.D.?

- Online / distance based: 6 (22%)
- On campus: 1 (4%)
- Combination of both: 20 (74%)

Question 5: Is there a need for more Ph.D. level public health professionals in Montana?

- Yes: 23 (58%)
- No: 3 (8%)
- Don't know: 14 (35%)

Question 6: Are there employees in your workplace or professional organizations who might be interested in Ph.D. level training in Public Health at the University of Montana?

- Yes: 12 (30%)
- No: 10 (25%)
- Don't know: 18 (45%)

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Question 7: If you are in a management position, would you support your employees in pursuing this level of education?

- Yes: 14 (35%)
- No: 0 (0%)
- Maybe not: 5 (13%)
- Not applicable: 21 (53%)

Question 8: How would you support them? Check all that apply.

- Reduced work days or changes in work duties: 13 (93%)
- Financially: 4 (29%)
- Other: 2 (14%) “work flexibility; credit of time worked for PhD-related activity; flexible schedule, encouragement, work to align school projects with work needs”.

Importantly, the results from the AAIP assessment and the surveys establish the overwhelming interest in a new doctoral program in Public Health at the University of Montana. In addition, results from the surveys have provided guidance in developing the structure of the overall program.

4. Institutional and System Fit

A. What is the connection between the proposed program and existing programs at the institution?

The proposed Ph.D. program will be housed within the School of Public and Community Health Sciences. The Ph.D. program will be independent yet complementary to the other doctoral degrees currently offered within the College of Health Professions & Biomedical Sciences (including Biomedical Sciences, Environmental Toxicology, and Neuroscience). As listed in the “electives” section on page 11, there are specific classes offered within other departments on the University of Montana campus that will be of interest to the doctoral public health students (pending mutual approval by partnering academic units).

B. Will approval of the proposed program require changes to any existing programs at the institution? If so, please describe.

Besides ensuring that the Ph.D. program complements (yet does not duplicate) the efforts of the current MPH program, we do not anticipate any changes to existing programs at the University of Montana.

C. Describe what differentiates this program from other, closely related programs at the institution (if appropriate).

There are no other doctoral programs like this at the University of Montana, nor in the Montana University System. Compared to the existing MPH program, the doctoral program is different in several ways, including the following:

- The current MPH program is entirely online, while the proposed doctoral program will be a combination of online and on campus.
- The MPH program (42 total credits) consists of 36 credits of core classes (including capstone classes) and 6 credits of electives. The doctoral program has a total of 60 credits, including 22 credits of core classes and 9-18 hours of electives that will enhance the training in the student’s field of study.
- The doctoral program will have a strong research component (20-30 hours) guided by a Research Advisor and a five-member Advisory Committee.

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- A public presentation of the results of dissertation work will occur as the final experience for the doctoral degree.

D. How does the proposed program serve to advance the strategic goals of the institution?

Per the University of Montana's Strategic Plan (UM 2020: Building a University for the Global Century, second edition), there are five strategic issues identified to guide our identity, growth and future directions. Following are the five issues, including how our proposed Ph.D. in Public Health will meet these issues.

1. Partnering for Student Success: Students participating in this doctoral program will have multiple opportunities to become engaged with research activities in a variety of disciplines focused on both local and global public health problems. This directly addresses the "Partnering for Student Success" strategic issue by providing students opportunities to participate in addressing local and global issues and embarking on research.

2. Education for the Global Century: Similar to the University of Montana's current Global Leadership Initiative, our proposed doctoral program will have a global public health component, "encouraging students to contemplate their overall education and focus on significant interdisciplinary questions and grand challenges faced by a global society". An example of this is our collaboration with Akros Global Health located in Zambia, Africa. Our MPH program has already sent students to Zambia for internship experiences. In turn, our collaborators at Akros are interested in taking an active role in guest teaching within our doctoral classes focused on Global Health (PUBH 580, Rural Health Issues in a Global Context), as well as serving as Research Advisors for students working on public health projects in rural Zambia and Malawi as well as other countries in the southern Africa region.

3. Discovery and Creativity to Serve Montana and the World: Our doctoral program will build on the success of our current MPH program. Currently, students in our MPH program include some of the most influential public health professionals in the state of Montana. This includes Directors of local health departments, physicians, educators, and a multitude of public health professionals in related fields – all working to protect the health of regional residents. The faculty involved in this proposed doctoral program are all well established and accomplished public health professionals, each contributing to a commitment of excellence in not only teaching, but also research focused on addressing public health issues that "benefit the state, region, nation, and world". As demonstrated on our website (<http://health.umt.edu/publichealth/4faculty-research/current-faculty-research.php>), our public health faculty (core and affiliates) are involved in a wide variety of research programs, both in terms of scope and funding. In addition, Native American public health issues and disparities are an important issue within our region. Our faculty and students have worked to promote inclusive scientific and research projects in collaboration with indigenous tribal nations in Montana and throughout the Nation.

4. Dynamic Learning Environment: As our MPH program has grown dramatically in the past five years, we are ready to expand beyond our online format to now incorporate opportunities for engaging graduate students on campus. Additionally, our goal is to continue to develop research and internship opportunities for our students and faculty not only here in Montana, but also globally. For example, recent internship experiences for our MPH students involved not only regional and tribal locations throughout the Northern Rocky Mountains, but also in global locations such as Ethiopia, Zambia, and Cambodia. These diverse opportunities available to graduate students will continue to provide vibrant and adaptive ways to engage students in emerging public health science and practice.

5. The Planning and Assessment Continuum: As stated in the Strategic Plan, the University models transparency, systematic communication and sound decision-making to ensure that resources are marshaled to achieve UM's mission. Our proposed doctoral program will follow this model by implementing a strong

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assessment program (under the direction of our four person Assessment Committee described in Section 7) and have a priority focus on communication among faculty and students.

In summary, our long-term vision for the Ph.D. in Public Health program is modeled after the UM Strategic Plan and poised to create an important educational option to students in our state.

- E. Describe the relationship between the proposed program and any similar programs within the Montana University System. In cases of substantial duplication, explain the need for the proposed program at an additional institution. Describe any efforts that were made to collaborate with these similar programs; and if no efforts were made, explain why. If articulation or transfer agreements have been developed for the substantially duplicated programs, please include the agreement(s) as part of the documentation.**

The proposed doctoral program in Public Health will be the only one of its kind within the Montana University System.

5. Program Details

- A. Provide a detailed description of the proposed curriculum. Where possible, present the information in the form intended to appear in the catalog or other publications. NOTE: In the case of two-year degree programs and certificates of applied science, the curriculum should include enough detail to determine if the characteristics set out in Regents' Policy 301.12 have been met.**

We are proposing a Ph.D. in Public Health to be offered within the University of Montana's School of Public and Community Health Sciences (SPCHS). This program builds on our online Masters of Public Health program by offering on-campus academic training and research opportunities at an advanced level. This proposed program takes advantage of courses currently offered within our MPH program, as well as those related to public health within other departments on campus. The proposed Ph.D. program will require 60 credits, with the bulk of these obtained in advanced coursework and research.

In developing this doctoral program, we wanted to be consistent with the requirements of our accrediting Council (CEPH), with the ultimate goal of CEPH accreditation (similar to our MPH program) in 2017. Please note that we have already had initial discussions with CEPH about the process for accreditation of our Ph.D. program. We also wanted to have consistency with not only our existing MPH program, but also with other graduate-level programs within our College of Health Professions & Biomedical Sciences. Using the Graduate Handbook from the University of Montana's Department of Biomedical and Pharmaceutical Sciences as a guide, the following is what we intend to publish in the catalog:

Ph.D. Degree Program Standards

Applications

When applying to the Ph.D. program, an Admissions Committee will review each application based on a common set of entry standards. Potential students are not required to have an MPH or MS in an equivalent field prior to submitting their application. Applicants to the Ph.D. in Public Health must have a minimum GRE score for their verbal (158-162), quantitative (159-164), and writing (4.5) components, or adequate GPA and other related evidence of academic readiness. On rare occasions, in the event of substitutions, or a lower GRE score, a combination of other factors may allow for provisional acceptance by the Admissions Committee. Application materials include all previous transcripts, professional statement of interest, and three letters of recommendation. After these materials are reviewed, the applicant may be invited for an interview, either live, or through Skype. In addition, before applying to the program, the applicant is encouraged to communicate with faculty within the program to discuss future research opportunities and compatible research interests. The

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faculty member may then serve as a sponsor for the student during the application process. Annual applications for the program are due by March 1 of each year.

General Description

Ph.D. degree training typically consists of two years of course work and one-three years of research leading to the completion and defense of a Ph.D. dissertation.

Graduation Requirements

- 1 . Successful completion of all Graduate School requirements for the Ph.D. Current Graduate School requirements for the Ph.D. degree are found on the Graduate School web site (www.life.umt.edu/grad/Academic%20Policies/The%20Doctorate.php).
- 2 . Successful completion of at least 60 graduate semester credits. No more than 30 credits of research and dissertation may be applied toward the 60-credit requirement for the Ph.D.
- 3 . Successful completion and defense of a research dissertation as defined by the Graduate School.
- 4 . Please note other Graduate School requirements for graduation:
 - Filing of application for graduation (due Jan 16 for May Graduation).
 - Electronic submission of dissertation thesis one week prior to defense; the Committee Chair signifies committee approval for defense.
 - June 19- Final deadline for completion of all requirements for May graduation.

Transfer Credits - Advance Standing

Students may petition the Graduate School for transfer of graduate credits into their graduate program at UM. After one semester of satisfactory work at the University, the student may request the Ph.D. Program Coordinator to submit the application to the Graduate School to accept transfer credits. An official copy of the student's transcript of the courses for transfer and catalog course descriptions should accompany the recommendation. Students entering the doctoral program with a Masters of Public Health degree could transfer up to 15 credits of successfully completed public health classes.

Course Waivers

Students may petition the Ph.D. Program Coordinator for waiver of course requirement for which they have equivalent preparation. Waiver of a course does not reduce total credit requirements for the degree.

Academic Standing - Progress Towards the Degree

Graduate School policies are:

B2.000 – Grades

Students must maintain a B average in courses taken for graduate credit at the University; no grade below C will be accepted toward any degree requirement. The student is automatically placed on academic probation if the cumulative grade point average falls below 3.0. Graduate School policies include:

B2.100 – Pass grades are not included in grade point calculations, but may apply toward degree requirements when earned in courses offered only on a Credit/No Credit basis.

B2.200 – Students may re-take up to 6 semester credits, on approval of the Ph.D. Program Coordinator.

B2.300 – Only N (Continuation), NCR (no credit received) and CR (credit) grades are awarded for research and dissertation work. The grades of CR and NCR are not defined in terms of their relationship to traditional grades for graduate courses, but rather if the student completed the required work or not. Grades of I (Incomplete) not removed within one year revert to the alternate grade, usually F, or a grade assigned by the instructor when the incomplete is submitted.

B2.500 – In UG (undergraduate/graduate) 300- and 400-level courses, students will be evaluated in a manner different from that of undergraduate students, and will complete an additional increment of

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graduate-level work as assigned by the instructor.

A graduate student who fails to maintain the required minimum GPA will:

- 1 . Be warned by the Ph.D. Program Coordinator.
- 2 . Be placed on probation if the GPA is less than 3.0.
- 3 . Be dropped from the graduate program during the first year if the deficiency exceeds 9 grade points, or in the second year or thereafter, if the deficiency exceeds 6 grade points.

Reinstatement can be made on the basis of a petition approved by the Ph.D. Program Coordinator, SPCHS Chair, and Graduate School.

Students receiving financial aid must register for a minimum of 7 credits per semester. Students not receiving financial aid must register for a minimum of 4 credits per semester. Students must register for at least 3 credits, or petition the Graduate School to take only one credit in their final term.

In addition, progress towards the completion of their dissertation will be regularly assessed by the student's Advisory Committee and Ph.D. Program Coordinator. Failure to make adequate progress towards completion of this degree requirement could lead to warnings, probation, and ultimately to dismissal from the program.

COURSE REQUIREMENTS

General Information

- Graduate students typically register for 10 to 14 credits per semester during the first two years of the program when they are enrolled in academic courses. In later years, students register for a maximum of 9 credits of research or dissertation each semester. Students do not need to enroll during the summer session.
- Graduate students should not enroll for more than 9 credits in any semester in which they are enrolled in PUBH 597 or 599 (Research or Dissertation credits).
- Graduate students may enroll for a course as *Audit only* with prior approval of the Ph.D. Program Coordinator.
- With permission of the course instructor and the student's Research Advisor, graduate students may enroll in *complimentary* courses (those taken *in addition to* the requirements for the degree) on a Credit/No Credit basis.
- Students who complete the requirements for the Ph.D. during summer session must enroll for 3 credits of dissertation during summer session. Students who miss the deadline for completion of degree requirements at the end of a semester and will defend early in the next semester may register for 3 credits of dissertation for that semester.

Notes on Special Courses

PUBH 594 (Seminar)

- All graduate students are required to attend the seminars. Student attendance at scheduled seminars is monitored. While everyone will miss an occasional seminar due to certain conflicts, a consistent record of attendance is expected. Students are especially encouraged to attend seminars outside their area of specialization.
- Students register for 2 credits of Seminar only in the semesters in which they give presentations:
 - 1 . An informational topic approved by the student's Research Advisor. This seminar normally is presented during the second year in the program.
 - 2 . A progress report of the student's dissertation research. This research update seminar

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normally is presented during the third year in the program.

- Students do not receive seminar credit for their dissertation defense seminar. Credit for these presentations are included in the dissertation credits.
- PUBH 594 is taken on a Credit/No Credit basis.

PUBH 596 (Independent Study / Research Mentorship Rotations)

The Research Mentorship Rotation experience is designed to introduce graduate students to research being conducted within the SPCHS, as well as assist students with selecting a Research Advisor. Students benefit the most when they obtain a variety of experiences in their rotations.

- Ph.D. students register for 3 credits of PUBH 596 in their first semester only, and complete three 6-8 week rotations.
- Following completion of each rotation, the student prepares a one-page report summarizing the rotation experience. The student then has the faculty with whom the research was conducted sign it and turns it into the Ph.D. Program Coordinator for placement in their file. The report is submitted within a month after the completion of the rotation.
- Grades are submitted after all of the research experience write-ups have been received by the Ph.D. Program Coordinator and placed in the student's file. Students who do not complete their rotations by the end of the semester are assigned a grade of N (course work continued into later semesters) until the requirements are met. At that time the Ph.D. Program Coordinator will submit a grade change form accordingly.
- PUBH 596 is taken on a Credit/No Credit basis.

PUBH 597 (Research) and PUBH 599 (Dissertation)

- Ph.D. students enroll in PUBH 599 (Dissertation) after completing the Comprehensive Exam. Prior to that, the appropriate research course to enroll in is PUBH 597 (Research). Students who do not complete their dissertation activities by the end of the semester are assigned a grade of N (course work continued into later semesters). Upon successful defense of the dissertation, the N grades for all semesters are converted to CR by the registrar.

Ph.D. in Public Health

The following 22 credits of “**Core Courses**” are required for all students in the Ph.D. Public Health program:

PUBH 510	Intro to Epidemiology	3 cr. (Online)
or		
PUBH 511	History & Theory of Epidemiology	3 cr. (Online)
PUBH 520	Fundamentals of Biostatistics	3 cr. (Online)
PUBH 530	Public Health Administration & Management	3 cr. (Online)
or		
PUBH 595	Leadership in Data Science	3 cr. (Online)
PUBH 540	Social and Behavioral Sciences in Public Health	3 cr. (Online)
PUBH 560	Environmental and Rural Health	3 cr. (Online)
PUBH 594	Seminar	4 cr. (UM)
PUBH 596	Independent Study/Research Mentorship Rotations	3 cr. (UM)
PUBH 597/599	Research/Dissertation **A minimum of 20 credits (and maximum of 30 credits) may be applied toward the 60-credit requirement.	**20-30 cr. (UM)

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As students begin to branch out into their research areas of interest, they will choose additional **“Elective Courses”** to complement their degree plan. In addition to the Core Courses, students will take between 9 and 18 credits of the courses listed below. As a research methods course will be critically important to assist students with designing their research projects, students will be encouraged to take either PUBH 550 (Program Evaluation & Research Methods) or PUBH 591 (Epidemiologic Data Analysis).

PUBH 512	Neuroepidemiology	3 cr. (Online)
PUBH 515	Public Health Genetics	3 cr. (Online)
PUBH 521	Leadership in Public Health	3 cr. (Online)
PUBH 525	Multicultural and Native American Public Health	3 cr. (Online)
PUBH 525	Epidemiology and Law	3 cr. (Online)
PUBH 535	Health Policy	3 cr. (Online)
PUBH 550	Program Evaluation & Research Methods	3 cr. (Online)
PUBH 570	Ethical Issues in Public Health	3 cr. (Online)
PUBH 580	Rural Health Issues in a Global Context	3 cr. (Online)
PUBH 591	Epidemiologic Data Analysis	3 cr (UM)
PUBH 591	Health Informatics	3 cr (Online)
PUBH 591	Geographic Information Systems	3 cr (Online)
PUBH 595	Epidemiology in Maternal & Child Health	3 cr. (Online)
PUBH 595	Research Issues in Social Epidemiology	3 cr. (UM)
PUBH 596	Independent Study	3 cr. (UM)
CHTH 485	Theories of Health Behavior and Counseling	3 cr. (UM)
COMM 451	Intercultural Communication	3 cr. (UM)
ECNS 440/EVST 440	Environmental Economics	3 cr. (UM)
EVST 531	Citizen Participation in Environmental Decision Making	3 cr. (UM)
HHP 540	Community Health Promotion Strategies	3 cr. (UM)
HHP 541	Program Planning in Community Health	3 cr. (UM)
HHP 542	Advanced Study of the Mind/Body/Spirit Relationship	3 cr. (UM)
HHP 544	Community Based Participatory Research Methods	3 cr. (UM)
PSC 431	Politics of Global Migration	3 cr. (UM)
SOC 563	Social Data Analysis	3 cr. (UM)

Students entering the doctoral public health program with an MPH or equivalent Masters level degree can take 45 instead of the required 60 credits. In these cases, the Ph.D. Program Coordinator will map out a plan of study with the student’s Research Advisor to ensure that the required Core Courses are addressed.

Milestones

Students are expected to maintain “reasonable progress towards the degree” which includes not only the completion of coursework in a timely fashion with a 3.0 GPA or above, but also a series of procedures by certain

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deadlines eventually leading up to graduation. Below is a summary of those milestones. Regular annual progress towards the degree are assessed by the student's Research Advisor, the student's Advisory Committee, and the Ph.D. Program Coordinator.

Suggested Timeline Towards Graduation

Event	Guideline/Deadline
Selection of Research Advisor	End of 2 nd semester
Appointment of Advisory Committee	Prior to 3 rd semester
Plan of Study	Prior to 3 rd semester
Research Proposal	Middle of 5 th semester
Comprehensive Exam	End of 6 th semester
Application for Graduation	1 semester prior to graduation
Dissertation Draft to Committee	2 weeks prior to defense
Public Notice of Defense	1 week prior to defense
Defense / Final Dissertation to Graduate School	To meet Graduate School Deadline
Final Dissertation to Graduate Program Coordinator	Following successful dissertation defense

Research Advisor

- Serves as Chair of the Advisory Committee.
- Assists the student in assuring that all deadlines and procedures are followed. It is the student's responsibility to ensure that these requirements are met.
- Reports, in writing to the Ph.D. Program Coordinator, the date and outcomes of Advisory Committee meetings, and the progress of the student toward the degree.
- Reviews and approves the dissertation draft prior to its submission to the Advisory Committee, at least 14 days prior to the final defense.
- In conjunction with the Ph.D. Program Coordinator, maintains a current file on the student.
- The Research Advisor must hold a terminal degree of Ph.D. In addition the Research Advisor may be located outside of the University of Montana.

Advisory Committee

- Ensures that the student understands all University, Graduate School and SPCHS regulations. It is the student's responsibility to ensure these requirements are met.
- Offers advice and approves the student's Plan of Study.
- Offers advice and approves the dissertation topic and research proposal.
- Provides research advice as individuals and in regular (at least yearly) meetings of the full committee with the student. A student has the right, with the consent of her/his Research Advisor, to request a committee meeting at any time.
- Approves the topic for the written qualifying exam, and administers the oral qualifying exam.
- Reviews the completed dissertation and makes recommendations for its revision.
- Conducts the final dissertation defense and certifies to the Graduate School whether the student has passed/not passed this examination.
- The Advisory Committee will consist of five members, with one member outside the student's field of study, or outside the list of program faculty.

Selection of Research Advisor and Advisory Committee

Prior to selection of a Research Advisor and appointment of the Advisory Committee, students will be advised by the Ph.D. Program Coordinator. Following completion of rotations, each student will arrange to work with a

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faculty member (Research Advisor) as soon as possible after visiting with faculty within their chosen program area. The Research Advisor should be selected by the end of the student's 2nd semester in the program. Through discussion and mutual agreement, the student and Research Advisor select an area of research interest and persons to serve on an Advisory Committee. The Advisory Committee should be appointed prior to the 3rd semester in the program. The Ph.D. Advisory Committee is composed of a minimum of five members, at least four of who are full-time or affiliated faculty within the School of Public and Community Health Sciences. One member must be from outside the Program. The student is responsible for approaching these persons and requesting that they serve on the Committee. After completing an Advisory Committee Form, the student submits the form to the Ph.D. Program Coordinator for approval. Except during the Comprehensive Qualifying Exam and Dissertation Defense Committee meetings, the Research Advisor will serve as the Chair of the Committee.

Change of Personnel on the Advisory Committee

Until the time a dissertation proposal has been approved by a student's Advisory Committee, replacement of committee members may be made without prejudice at any time at the request of the student and the Research Advisor or by resignation of a committee member, and with approval of the Graduate School.

For the student who wishes a change of Research Advisor, that student's program will be re-evaluated and the change will be subject to approval by the Ph.D. Program Coordinator and SPCHS Chair. In such cases, the SPCHS Chair shall serve as ombudsman on behalf of the student. If the student's dissertation proposal has been approved by the Advisory Committee and a replacement or substitution of the Research Advisor or a committee member is requested, the Graduate School must investigate the propriety of the request. The original approved proposal must be unequivocally approved by the new Research Advisor or committee member. If it is not, the student must submit a new or revised proposal and once again follow the procedures for proposal approved by all members of the Advisory Committee.

Program Governance – Ph.D. Program Coordinator

The Ph.D. Program Coordinator acts as the initial coursework advisor for the first year of all students prior to the selection of a Research Advisor, oversees student progress in the doctoral Public Health Program for the duration of the degree, and conducts annual review of all student files.

It is the student's responsibility to contact the Ph.D. Program Coordinator prior to scheduling major milestones such as the qualifying exam and dissertation defense. The Ph.D. Program Coordinator has the right to bring deficiencies to the attention of the Advisory Committee. If corrective action is deemed necessary, it will be referred to the SPCHS Chair.

Plan of Study

Prior to the 3rd semester in the program, the student and Research Advisor will prepare a plan of study that includes all courses to be taken. The plan of study must subsequently be endorsed by the Advisory Committee. Any changes in the plan of study, once approved, requires approval of the Research Advisor and Advisory Committee.

Research Proposal

The dissertation research proposal for the project to be undertaken by the student should be completed and endorsed by the student's Advisory Committee no later than the middle of the 5th semester in attendance.

Notes on Comprehensive Qualifying Exam

All Ph.D. students must successfully pass a Comprehensive Qualifying Exam (both Written and Oral) by the end of the 6th semester in order to achieve Ph.D. candidacy status and advance in the program. If not, the student will

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be placed on probation. A maximum of two semesters of probation is allowed before the student is dismissed from the program, unless the reason for delay is deemed justifiable by the student's Advisory Committee. Prior to the Written Exam, the Advisory Committee will appoint a substitute to replace the student's Advisor throughout the Comprehensive Qualifying Exam process.

The purpose of the Comprehensive Qualifying Exam is:

- To evaluate the candidate's general knowledge of the scientific discipline.
- To evaluate the candidate's ability to apply that knowledge:
 - in the research setting
 - in written and oral communication of research and scientific ideas.

In general there are two parts to the exam: written and oral.

Written exam: The student will submit three abstracts to the Committee to serve as the basis for an "in field" proposal. The Committee will then choose one of the three abstracts to be further developed into a full research proposal. This research proposal will be in the style of a National Institute of Health (NIH), National Research Service Award (NRSA) proposal. Depending on the Advisory Committee, an equivalent proposal mechanism may be substituted.

The written exam is completed first, and the oral within a month following the written. A score of 70% will be required to pass the written examination. If the score is less than 70%, a second attempt will be allowed within two weeks of the first attempt. Failure to pass on the second attempt will result in dismissal from the Ph.D. program with an option to be considered for an MPH degree. If this is the case, the student would have to complete all MPH degree requirements.

Oral exam: If the written portion is passed, the oral portion of the exam will take place within a month. Certain parts of the oral exam are based on the topics covered in the written exam, but can also be on any topic within the discipline (but primarily related to the student's public health field of interest).

Each Committee member must decide if the student passes or fails, with only one failing vote allowed for the student to pass the exam. Occasionally the student may be asked to retake part, but not all, of the oral exam. If the student fails the first attempt at the oral portion of the exam, then written feedback will be provided to the student within one week and the exam will be repeated within four weeks. Failure to pass the oral exam the second time results in dismissal from the program with an option to be considered for an MPH degree.

Application for Graduation

At least one semester before the Ph.D. degree is to be awarded, the student must submit to the Graduate School three copies of an Application for Graduation Form and a graduation fee. The Graduate School will conduct a degree audit and send two copies of this form back to the graduate program (one SPCHS copy and one student copy) early in the graduating semester. The Ph.D. Program Coordinator and student should note any problems and rectify them at least two weeks prior to the end of the final semester by using a Graduation Amendment Form. If the student fails to meet the original graduation date as requested on the form, the student may request the application be reactivated for the following semester by notifying the Graduate School one semester prior to the revised completion date by using a Request of Extension of Graduate Program Form.

Dissertation Draft

The student will initially submit a dissertation draft to their Research Advisor for revision and approval. At least 14 days (2 weeks) prior to the defense, the student will submit the Advisor-approved draft to the student's Advisory Committee members for review.

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Dissertation Defense

A public presentation of the results of dissertation work will occur as the final experience for the doctoral degree. One week prior to their defense, the student must post an announcement of their seminar. This announcement should contain the dissertation title, and place and time of their defense. The department administrative associate can assist with this posting.

Following the public presentation, the Advisory Committee will meet with the student to discuss the dissertation. A committee member other than the Chair of the Advisory Committee will be nominated by the Committee to direct the examination/defense. A student will pass with only one negative vote with the remaining Committee members judging the performance to be satisfactory. In case of failure, one repeat examination is permitted. The examination/defense relates to both the dissertation and to the content of the discipline. A Dissertation Defense Approval Form needs to be signed by all members of the Committee once a successful defense has occurred.

Once the student has successfully defended their dissertation, the Chair of the Advisory Committee will sign the SPCHS copy of the Application for Graduation Form and return it to the Graduate School. Receipt of the signed SPCHS copy of this form by the Graduate School indicates that the student has successfully completed the degree requirements. The degree will be awarded after receipt of the final electronic submission of the dissertation and all other Graduate School requirements have been met.

Final Dissertation Submission

The Committee Chair will submit the final dissertation (Word or PDF format) electronically to the Graduate School office after a successful defense, and the necessary revisions have been made.

Publications

Students are strongly encouraged to have at least three published (or submitted) manuscripts by the time they graduate.

Faculty in the Ph.D. Public Health Program

Dr. Craig Molgaard (Chair of the School of Public and Community Health Sciences) and Dr. Tony Ward (Ph.D. Program Coordinator) are the points of contact for this proposal. In developing this doctoral program, we have included faculty that are currently in the School of Public and Community Health Sciences, affiliated faculty from other departments at the University of Montana, as well as public health experts from organizations outside of the University of Montana. Following is a listing of the participating faculty (serving roles as course instructors, Research Advisors, and/or Advisory Committee members) with a brief description of their expertise.

Dr. Annie Belcourt, Associate Professor in the School of Public and Community Health Sciences and School of Pharmacy. She serves as a current JPB Harvard T. H. Chan School of Public Health Environmental Public Health Fellow. Dr. Belcourt's research interests include American Indian and Alaska Native health disparities research. Her areas of focus include post-traumatic stress disorder, trauma, mental health, environmental health, community-engaged research, interventions and preventions.

Dr. Blakely Brown, Professor in the Department of Health and Human Performance. Dr. Brown's areas of specialization include behavioral health and chronic disease prevention, childhood obesity and diabetes prevention, Native American health disparities research, community based participatory research, mixed methods research, food security and food environment/systems, maternal/child environmental and dietary exposures, epigenetic responses, and respiratory health.

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Dr. Duncan Campbell, Associate Professor of Clinical Psychology in the Department of Psychology. Dr. Campbell's areas of interest relate to the development and treatment of depression and other common mental health concerns.

Dr. Jean Carter, Professor in the Department of Pharmacy Practice. Dr. Carter's research interests include measurement of health outcomes and the intersection between public health and pharmacy.

Dr. Elizabeth Ciemins, Director of Clinical and Translational Research, Billings Clinic. Areas of interest for Dr. Ciemins include chronic disease management, complexity science, health IT, and health services research.

Dr. Bryan Cochran, Associate Professor of Psychology and Director of Clinical Training in the Department of Psychology. Dr. Cochran's areas of interests focus on the health correlates of being part of a stigmatized minority group.

Dr. Ann Cook, Director of the National Rural Bioethics Project and Research Professor of Psychology. Dr. Cook explores ethics-related issues that complicate the delivery of health care.

Dr. Laura Dybdal, Professor in the Department of Health and Human Performance. Dr. Dybdal's areas of specialization include health and the mind, body, spirit relationship, social marketing: media strategies in community health, and program planning.

Dr. John Elder, Distinguished Professor within the Graduate School of Public Health, San Diego State University. Dr. Elder's areas of expertise include health promotion, disease prevention, and behavioral epidemiology, with international work in areas including child survival, MCH, AIDS/HIV, dengue fever and malaria control, research design, and social marketing.

Mr. John Felton (MPH), President and Chief Executive Officer of RiverStone Health.

Ms. Julie Fife (MPH), teaching faculty within the School of Public and Community Health Sciences. Ms. Fife's research interests include issues related to maternal and child epidemiology.

Ms. Kathryn Fox (J.D., MPH), Attorney and teaching faculty within the School of Public and Community Health Sciences. Ms. Fox's research interests include issues related to epidemiology and the law, as well as neuroepidemiology.

Dr. Amanda Golbeck, Professor in the School of Public and Community Health Sciences. Dr. Golbeck's scholarship interests include leadership and advocacy in data science. Her research interests include statistical methodologies for, and statistical collaborations with, a variety of public health research disciplines.

Ms. Niki Graham (MPH), Director of the Salish Kootenai College's Center for Preventions and Wellness. Ms. Graham's work specializes in educating populations about sexually transmitted diseases/infections and human immunodeficiency virus (HIV) to prevent their transmission and increase awareness of the presence, spread, symptoms, and treatment.

Dr. Bill Granath, Professor, Division of Biological Sciences. Dr. Granath's current research program is a multi-faceted, epidemiological study of salmonid whirling disease.

Dr. Kari Harris, Professor in the School of Public and Community Health Sciences. Dr. Harris's research includes

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investigating smoking related issues among college students, childhood obesity and diabetes prevention, and Native American health disparities research.

Dr. Billie Kipp, President of Blackfeet Community College and Faculty Affiliate in the School of Public and Community Health Sciences. Dr. Kipp's areas of specialty include tribal college administration, American Indian health research, clinical psychology, substance abuse prevention, and pediatric mental health.

Dr. Kimber Haddix McKay, Professor in the Department of Anthropology. Dr. McKay is a cultural anthropologist who specializes in demography and applied medical anthropology. Her research focuses on the interplay between marriage systems and fertility, and on demographic patterns in African and South Asian societies.

Dr. Craig Molgaard, Chair and Professor in the School of Public and Community Health Sciences. Dr. Molgaard's research interests include chronic disease epidemiology, neuroepidemiology, and health promotion.

Dr. Curtis Noonan, Associate Professor in the Department of Biomedical and Pharmaceutical Sciences and the School of Pharmacy. Dr. Noonan's research interests include the study of environmental risk factors and biomarkers for neurodegenerative disease, autoimmune disease, and asthma.

Dr. Joanne Oreskovich, Research & Data Analyst, Department of Public Health and Human Services/Children & Family Services Division, Behavioral Risk Factor Surveillance System (BRFSS) Director/Epidemiologist.

Dr. Justin Price, Faculty Physician for RiverStone Health. His professional interest is providing comprehensive care to vulnerable populations, including care for patients with HIV through the Ryan White Clinic, patients incarcerated at the county jail, and the full spectrum of inpatient and outpatient medicine.

Dr. Kerry Pride, Veterinarian from the Montana Department of Public Health and Human Services, Public Health and Safety Division.

Dr. Elizabeth Putnam, Associate Professor and Chair of the Department of Biomedical and Pharmaceutical Sciences. Dr. Putnam's laboratory focuses on the role of genetic variability in susceptibility to environmental insult.

Dr. Erin Semmens, teaching faculty and Postdoc within the Department of Biomedical and Pharmaceutical Sciences. Dr. Semmen's research focus is occupational and environmental epidemiology. She studies the long-term health of wildland firefighters as well as the impact of air pollution on respiratory health in children and elderly populations in rural and Native areas of the Northern Rockies, Alaska, and the southwest US.

Dr. Annie Sondag, Professor in the Department of Health and Human Performance. Dr. Sondag's areas of specialization include community health needs assessments, program planning, and health promotion program evaluation.

Dr. Gyda Swaney, Associate Professor of Clinical Psychology in the Department of Psychology. Dr. Swaney's research has focused on trauma, grief, acculturation stress, behavioral health, and coping and resilience in American Indians and elderly American Indians.

Dr. Meg Traci, Assistant Research Professor at the University of Montana's Rural Institute. Dr. Traci is an experimental psychologist that specializes in both early childhood and life-span development.

Dr. Tony Ward, Associate Professor and Vice-Chair of the School of Public and Community Health Sciences. Dr.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Ward's research interests include investigating indoor and ambient inhalational exposures (including emissions from wood stoves and smoke from forest fires) common to residents of rural, Native American, and underserved areas of the northern Rockies, Southwest US, and Alaska.

Dr. Anna Winters. Dr. Anna Winters co-founded and serves as the CEO of Akros, a NGO operating in sub-Saharan Africa with the mission to strengthen national health systems. Dr. Winter's area of expertise is in epidemiology coupled with extensive field experience leading the development and implementation of community-wide infectious disease surveillance systems in sub-Saharan Africa aimed at targeting health interventions to maximize impact.

Mr. Ben Winters (MBA). Mr. Benjamin Winters co-founded and serves as the acting Country Director for Akros in Zambia. His team pioneered the implementation of DHIS2 mobile reporting technologies in Zambia which marked a global shift in developing world health informatics. He provides direct support to regional governments and NGOs in conceptualizing surveillance programs, troubleshooting processes and tools, and strengthening data usage in national systems.

B. Describe the planned implementation of the proposed program, including estimates of numbers of students at each stage.

Within our online MPH program, we currently have the capacity to manage between 60-70 students at any given time. For the doctoral program, we anticipate admitting five students in the first year (2016/2017), followed by five additional students in Year 2 (2017/2018). We have the current capacity to accommodate 15-20 doctoral graduate students in our program at any given time.

6. Resources

A. Will additional faculty resources be required to implement this program? If yes, please describe the need and indicate the plan for meeting this need.

The MPH program currently has four full-time faculty lines (Molgaard, Golbeck, Harris, and Ward) and another faculty member with a split appointment (Belcourt: Pharmacy Practice). As noted above, there are 31 faculty / affiliated faculty that have agreed to participate in this program. Some faculty have agreed to teach classes within the program, while others are interested in serving as Research Advisors and Committee members for doctoral graduate students. As the doctoral program is implemented in fall 2016 (with the first cohort of students starting the program in spring 2017) and begins to grow, we expect it will be necessary to add student stipend support (Teaching Assistantships) and new faculty appointments to meet the increased needs of the program.

Teaching Assistantships (2)

Per the University of Montana's Graduate School Self-Study 2014 report (UM, 2014), "the University of Montana has, on a five-year average, funded 19.5% of its students with Teaching Assistantships (TAs) and Research Assistantships (RAs), thus 80.5% of the remaining students need to find funding opportunities through other sources, like scholarships, fellowships and grants." The SPCHS does not currently have the research funding nor dedicated TA positions to support 100% of the graduate students entering the doctoral program. Therefore, we are requesting two TA positions to be dedicated to the doctoral in public health program beginning in FY 2018.

Faculty hires (2)

As stated in the Council on Education for Public Health (CEPH) accreditation criteria for public health programs (CEPH, 2011), if a program offers both master's and doctoral degrees, then the minimum faculty requirement is

Montana Board of Regents
CURRICULUM PROPOSAL FORM

five primary faculty (.50 FTE or greater) to meet accreditation requirements. Currently within the current SPCHS, Drs. Molgaard, Golbeck, Harris, and Ward are full time faculty (1.0 FTE). Dr. Belcourt is in the SPCHS at 25% effort. In an effort to meet CEPH accreditation criteria (for both the MPH and Ph.D. programs), funding is requested for an Assistant Professor to join the program at 50% effort in fall 2018, have 75% effort in fall 2019, and finally 100% effort in fall 2020.

As the program grows, we expect it will be necessary to add an additional full-time faculty appointment in fall 2018. Since CEPH accreditation (for both our MPH and Ph.D. programs) will focus on the five core areas of public health (biostatistics, epidemiology, environmental health sciences, health services administration, and social and behavioral sciences), the new Associate Professor hire will have expertise within one or more of these core areas.

B. Are other, additional resources required to ensure the success of the proposed program? If yes, please describe the need and indicate the plan for meeting this need.

At present, the success of the program can be met with existing resources, which is one of its primary strengths. However, addition of an Administrative Assistant (1.0 FTE) would greatly enhance the quality of the program.

7. Assessment

How will the success of the program be measured?

The success of the graduate program will be evaluated using a variety of measures. We have already formed a four-person Assessment Committee (Belcourt, Molgaard, Semmens, and Ward) to not only identify the assessment measures to be tracked, but also the methodologies needed to track these measures in future years. Following is a listing of these measures:

Evaluation Measures

- number of applications received
- overall quality of applicants
- number of students accepted
- number of teaching faculty in program
- number of research faculty in program
- number of faculty meetings annually
- number of papers, technical reports, etc. published by faculty/students
- number of presentations / posters given by students and faculty at conferences
- number of research programs instigated through networks
- number of Ph.D. level students accessing international collaborative opportunities (internships, international training courses, research opportunities) through Institute partnerships
- number of collaborative learning relationships established between global institutions and UM
- number of students joining the Public Health Student Association
- number of students dropping out of the doctoral program, and reason for dropping
- number of students graduating from program
- job type and location of student employment post-graduation

Similar to our MPH program, we intend to have our Ph.D. program accredited by the Council on Education for Public Health (CEPH) by 2017. As noted earlier, we have informed CEPH of our intentions, and have received approval to seek accreditation for our Ph.D. program at the same time our MPH program is up for reaccreditation (2017).

Montana Board of Regents
CURRICULUM PROPOSAL FORM

8. Process Leading to Submission

Describe the process of developing and approving the proposed program. Indicate, where appropriate, involvement by faculty, students, community members, potential employers, accrediting agencies, etc.

In developing this proposal, Drs. Molgaard and Ward consulted with the rest of the faculty listed above. Each of the active core faculty (Molgaard, Golbeck, Harris, Noonan, Semmens, Belcourt, and Ward) as well as other affiliated faculty reviewed the proposal, and provided input into the development of the Ph.D. program. We also relied on our Public Health Student Association to provide feedback from the students' perspective. As we move forward with developing and then implementing the doctoral program, we will continue to seek their input.

References

University of Montana (UM), 2014. Graduate School Self-Study 2014. Version 10/28/14.

Council on Education for Public Health (CEPH), 2011. Accreditation criteria for public health programs. Amended June 2011.



PO Box 511 + Choteau, MT 59422

July 30, 2015

Craig Molgaard, Ph.D., M.P.H.
University of Montana
School of Public and Community Health Sciences
Missoula, Montana

Dear Dr. Molgaard,

On behalf of the Montana Public Health Association (MPHA), please accept this letter in support of a public health Ph.D. program at the University of Montana. MPHA is the Montana affiliate of the American Public Health Association and is a diverse member driven organization with a mission of seeking optimal health and working to shape the public health policy for all Montanans.

A 2012 survey by the Montana Department of Public Health and Human Services found that over 50% of the lead local public health officials in Montana are planning to retire within 10 years (with approximately 35% retiring within 5 years). A 2013 survey completed by the National Association of County-City Health Officials showed 25% of local health department top executives are age 60 or older. These statistics display the great need, both at the state and national level, for the development of new public health practitioners to replace the aging public health workforce. The development of a Ph.D. program in public health at the University of Montana would help to ensure that this new workforce has the training they need to be leaders in public health.

MPHA also recognizes that public health is an evolving field. Each year public health confronts new topics from emerging infectious diseases and the boom of chronic disease to funding issues and new healthcare regulations. There is a large need to ensure that research in the public health field is ongoing and addressing the new emerging issues. A Ph.D. program would contribute to the research field and ensure that research topics specific to Montana are addressed.

We urge you to develop a Ph.D. program in public health for the reasons listed above and look forward to working with you to help promote the program to practitioners across the state.

Sincerely,

Sue Hansen
President, Montana Public Health Association

**Reed Humphrey, PhD**

Dean & Professor

College of Health Professions & Biomedical Sciences

32 Campus Drive

Missoula, MT 59812-1552

Phone: 406-243-4341

Fax: 406-243-4209

reed.humphrey@umontana.edu

July 16, 2015

Tony Ward, PhD
Craig Molgaard, PhD, MPH
School of Public and Community Health Sciences
CAMPUS

Dear Drs. Ward and Molgaard,

It is my pleasure to write this letter of support for the proposed Ph.D. program in Public Health.

Over the last several years, I have watched both the Masters and Certificate of Public Health Programs continue to grow within our College of Health Professions and Biomedical Sciences. Importantly, this has resulted in a pipeline of public health professionals working not only in Montana, but also throughout the US and abroad. As noted in your proposal, this is extremely important, as the Association of Schools of Public Health recently predicted a shortage of 250,000 professionals by 2020. Given that there is also a lack of public health programs in the northern Rockies and northwest US (especially doctoral programs in public health), this proposed doctoral program fills a large void in our region of the country.

I am also pleased to see that the University of Montana's Academic Alignment and Innovation Program (AAIP) identified the School of Public and Community Health Sciences as "very ready for growth", and that the Ph.D. in Public Health program was selected as the doctoral program most likely to attract new students. I agree with the AAIP committee's assessment, and believe that there is significant potential for this new doctoral program to be an important program not only within our University, but will also become nationally recognized in the near future. This proposed doctoral program complements the units already within our College, and is a logical next step in the evolution of the existing Masters and Certificate of Public Health programs. It will be vitally important to request and obtain the resources necessary to move this initiative forward, but the designation by the AAIP should help us in this regard.

In summary, as the Dean of the College of Health Professions and Biomedical Sciences, I strongly support this proposed doctoral program in Public Health. I pledge to facilitate the growth of this new Ph.D. program within our College, and work collaboratively with you to obtain the resources needed for successful implementation in fall 2016, presuming approval through the Regents.

Thank you for your excellent work on the proposal thus far.

Sincerely,

A handwritten signature in black ink, appearing to read "Reed Humphrey".

Reed Humphrey, PhD
Dean & Professor



Department of Public Health and Human Services

Director's Office ♦ PO Box 4210 ♦ Helena, MT 59602 ♦ (406) 444-5622 ♦ Fax: (406) 444-1970 ♦ www.dphhs.mt.gov

Steve Bullock, Governor

**Richard H. Opper,
Director**

July 8, 2015

Tony Ward, Associate Professor
Center for Environmental Health Sciences
University of Montana
32 Campus Drive
Missoula, MT 59812

Dear Tony,

It was a pleasure visiting with you and learning more about your proposed Ph.D. program in Public Health at the University of Montana.

The mission of the state of Montana's Department of Health and Human Services (DPHHS) is to improve and protect the health, well-being, and self-reliance of all Montanans. As Director of DPHHS, I share responsibility with many others in ensuring that we successfully achieve this mission. This is accomplished through three branches and 12 divisions within DPHHS, employing 3,000 employees across 150 major programs. Even with such a large workforce, there is still much work to do, and many existing and emerging public health issues that need to be remedied.

I have been familiar with the University of Montana's Masters of Public Health (MPH) program for many years now. In fact, many of your MPH graduates are currently working as public health professionals here at DPHHS across multiple divisions and programs. Having a source of public health professionals trained here in Montana has been invaluable to us. I strongly believe that a doctoral program in public health, with a greater research emphasis focused on health issues facing Montanans today, fills a void not only here in Montana, but throughout our Northern Rocky Mountain region.

In summary, I highly support your proposed Ph.D. program in Public Health. I look forward to working with your Ph.D. graduate students (and future graduates) on the important health issues facing our great state.

Please let me know if you have any questions.

Sincerely,

Richard H. Opper, Director
Montana DPHHS

May 19-20, 2016

ITEM 171-1008-R0516

Request for Authorization to Establish a European Studies Minor – University of Montana-Missoula

THAT

The Board of Regents of Higher Education authorizes the University of Montana-Missoula to offer a minor in European Studies.

EXPLANATION

The Department of Modern and Classical Languages and Literatures requests the creation of a minor in European Studies. This program is designed in such a way as to broaden students' preparation beyond the knowledge pertinent to only one national tradition, political structure, culture, and history. The classes available to students are chosen so that they complement each other and work in synergy. Whatever major a student pursues, this minor will foster his or her awareness of the arbitrariness of disciplinary boundaries and favor the comprehension of complex interactions between fields of knowledge. At present there is no minor in European Studies or any related interdisciplinary field in the state of Montana. The proposed European Studies minor will draw on the expertise of faculty currently teaching in various disciplines at UM.

ATTACHMENTS

Academic Proposal Request Form
Curriculum Proposal Form

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

ITEM 171-1008-R0516 Meeting Date May 19-20, 2016

Institution: University of Montana-Missoula CIP Code: 05.0106

Program/Center/Institute Title: European Studies minor

Includes (please specify below): Online Offering _____ Options _____

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit <http://mus.edu/che/arsa/preparingacademicproposals.asp>.

 A. Level I:

Campus Approvals

 1a. Placing a program into moratorium (Document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)

 1b. Withdrawing a program from moratorium

 2. Adding, re-titling, terminating or revising a campus Certificate of 29 credits or less

 3. Adding a BAS/AA/AS Area of Study

 4. Offering an existing program via distance or online delivery

OCHE Approvals

 5. Re-titling an existing postsecondary educational program

 6. Terminating an existing postsecondary educational program (Program Termination Checklist)

 7. Consolidating existing postsecondary educational programs (Curriculum Proposal Form)

 8. Adding a new minor where there is a major or an option in a major (Curriculum Proposal Form)

 9. Revising a program (Curriculum Proposal Form)

 10. Adding a temporary Certificate or AAS Degree Program *Approval limited to 2 years*

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

 X **B. Level II:**

- X** **1. Establishing a new postsecondary educational program** (Curriculum Proposal and Reviewed Intent to Plan Form)
- 2. Exceeding the 120 credit maximum for baccalaureate degrees** *Exception to policy 301.11*
- 4. Forming, eliminating or consolidating a college, division, school, department, institute, bureau, center, station, laboratory or similar unit** (Curriculum or Center/Institute Proposal and Reviewed Intent to Plan Form, except when eliminating or consolidating)
- 5. Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit**

Specify Request:

The Department of Modern and Classical Languages and Literatures requests the creation of a minor in European Studies. This program is designed in such a way as to broaden students' preparation beyond the knowledge pertinent to only one national tradition, political structure, culture, and history. The classes available to students are chosen so that they complement each other and work in synergy. Whatever major a student pursues, this minor will foster his or her awareness of the arbitrariness of disciplinary boundaries and favor the comprehension of complex interactions between fields of knowledge. At present there is no minor in European Studies or any related interdisciplinary field in the state of Montana. The proposed European Studies minor will draw on the expertise of faculty currently teaching in various disciplines at UM.

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CURRICULUM PROPOSAL FORM

1. Overview

Proposal: to create a minor in European Studies at the University of Montana-Missoula.

2. Provide a one paragraph description of the proposed program. Be specific about what degree, major, minor or option is sought.

The Department of Modern and Classical Languages and Literatures at the University of Montana-Missoula is requesting the creation of a minor in European Studies. The proposed minor is budget neutral as it relies on existing courses at UM already taught by tenure-track faculty in MCLL, English, History, Liberal Studies, and Religious Studies. At present there is no minor in European Studies or any related interdisciplinary field in the state of Montana. The proposed European Studies minor will draw on the expertise of faculty currently teaching in various disciplines at UM.

3. Need

A. To what specific need is the institution responding in developing the proposed program?

At present, students in the state of Montana cannot minor in European Studies, although we offer other interdisciplinary minors such as Global Public Health, Latin-American Studies and Central and Southwest Asian Studies.

B. How will students and any other affected constituencies be served by the proposed program?

This program is designed in such a way as to broaden students' preparation beyond the knowledge pertinent to only one national tradition, political structure, culture, and history. The classes available to students are chosen so that they complement each other and work in synergy. Whatever major a student pursues, this minor will foster his or her awareness of the arbitrariness of disciplinary boundaries and favor the comprehension of complex interactions between fields of knowledge.

C. What is the anticipated demand for the program? How was this determined?

We sent a survey to roughly 380 students enrolled in courses offered through the MCLL department in 2014 to ascertain interest in a European Studies major or certificate program. Responses to the survey led us to believe that a minor in European Studies would attract the most students.

4. Institutional and System Fit

A. What is the connection between the proposed program and existing programs at the institution?

Faculty in English, History, Liberal Studies, Modern and Classical Languages, Religious Studies, Art History and Music teach courses that have a European Studies focus. The proposed minor in European Studies will articulate connections between European subject matter in current courses and offer a comprehensive treatment of common European themes.

B. Will approval of the proposed program require changes to any existing programs at the institution? If so, please describe.

No, this proposed minor in European Studies will not require any changes to any existing programs at the

Montana Board of Regents
CURRICULUM PROPOSAL FORM

University of Montana-Missoula.

C. Describe what differentiates this program from other, closely related programs at the institution (if appropriate).

There are currently no closely related interdisciplinary programs in European Studies at the University of Montana-Missoula.

D. How does the proposed program serve to advance the strategic goals of the institution?

The broad range of disciplines covered by the European Studies minor builds an integrated curriculum, which is one of the core mechanisms in promoting success following the University of Montana Academic Strategic Plan. The minor enhances opportunities for interdisciplinary connections in a dynamic learning environment by providing links by which students can widen their knowledge of the language, literature, history, art, music, and intellectual traditions of European societies and their subsequent global role historically and in the present day. The interdisciplinary course offerings of the minor help prepare students to make positive impacts on an increasingly interconnected world and equip students to face complex challenges in a global century. This European minor, focused on the interconnection between European societies and their continued global significance, provides the University of Montana an opportunity to optimize current academic and pedagogical resources by combining them into a new, high-quality program that links disciplines and helps students develop critical and enriching connections between their studies and an increasingly interdependent world.

E. Describe the relationship between the proposed program and any similar programs within the Montana University System. In cases of substantial duplication, explain the need for the proposed program at an additional institution. Describe any efforts that were made to collaborate with these similar programs; and if no efforts were made, explain why. If articulation or transfer agreements have been developed for the substantially duplicated programs, please include the agreement(s) as part of the documentation.

There is no similar program offered within the Montana University System.

5. Program Details

A. Provide a detailed description of the proposed curriculum. Where possible, present the information in the form intended to appear in the catalog or other publications. NOTE: In the case of two-year degree programs and certificates of applied science, the curriculum should include enough detail to determine if the characteristics set out in Regents' Policy 301.12 have been met.

European Studies Minor

To earn a minor in European Studies, students must successfully complete the second-year or the equivalent of one of the following languages: Ancient Greek, French, German, Latin, Russian, and Spanish.

The minor must consist of a minimum of 21 credits, including the three-credit core course, MCLG 110 Introduction to European Studies.

In addition, students must complete six (6) approved courses with a European focus. At least three (3) of these courses must come from two (2) different disciplines offered outside of the student's primary major. All courses must be taken at the upper-division level. Two (2) lower-division courses in a second European language may be substituted for two (2) of the six (6) required upper-division courses. See the list below for approved courses.

Students may petition the application of up to two (2) courses not included on the list to be counted toward the minor, subject to approval.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

List of Approved Courses:

College of Arts and Sciences

English

LIT 350L - Chaucer (Honors) 3 cr.
LIT 320 Shakespeare and Film 3 cr.
LIT 327 Shakespeare 3 cr.
LIT 351 Donne and His Followers 3 cr.
LIT 353 Milton 3 cr.
LIT 355 British Romanticism 3 cr.
LIT 357 Victorian Literature and Culture 3 cr.
LIT 358 British Modernism 3 cr.

Modern & Classical Languages & Literatures

CLAS 320 Women in Antiquity 3 cr.
CLAS 360H - Ancient Greek Civ. and Culture 3 cr.
CLAS 365E - The Roots of Western Ethics 3 cr.

FRCH 310 French Literature & Culture of the Middle Ages and Renaissance 3 cr.
FRCH 311 French Literature & Culture of the 17th and 18th Centuries 3 cr.
FRCH 312 French Literature & Culture of the 19th Century 3 cr.
FRCH 313 French Literature & Culture of the 20th Century 3 cr.
FRCH 338 The French Cinema 3 cr.
FRCH 350 French Civilization and Culture 3 cr.
FRCH 420 Studies in French Prose 3 cr.
FRCH 430 Studies in French Drama 3 cr.
FRCH 440 Studies in French Poetry 3 cr.

GRK 300 Major Greek Writers

GRMN 317L Introduction to Multicultural Literature in Germany 3 cr.
GRMN 322L Survey of German Cinema 3 cr.
GRMN 340L Nature and Environment in German Lit and Film 3 cr.
GRMN 351H German Culture to 1900 3 cr.
GRMN 352H German Culture from 1900 to the Present 3 cr.
GRMN 431 German Literature from 1760 to 1832 3 cr.
GRMN 441 19th Century German Literature 3 cr.
GRMN 451 20th Century German Literature from 1900 to 1945 3 cr.
GRMN 452 20th Century German Literature from 1945 to 1990 3 cr.
GRMN 453 German Literature Since Unification 3 cr.

LATN 311 Major Latin Authors 3 cr.

MCLG 315 Major Hispanic Authors 3 cr. (when about Spanish authors)

RUSS 105 Intro. to Russian Culture 3 cr.
RUSS 306L Intro. to Russian Lit I (19th Century Russian Lit in historical-cultural context) 3 cr.
RUSS 307L Intro. to Russian Lit II (20th to 21st Century Russian Lit in a historical-cultural context) 3 cr.
RUSS 308 Russian Cinema 3 cr.
RUSS 411 19th Century Russian Authors 3 cr.
RUSS 412 20th Century Russian Authors 3 cr.
RUSS 424 Russian Short Story 3 cr.

Montana Board of Regents
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RUSS 440 Russian Poetry 3 cr.
RUSS 494 Seminar in Russian Studies 3 cr.

SPNS 326 Contemporary Spanish Literature 3 cr.
SPNS 465 Spanish Lit: Renaissance and Golden Age 3 cr.
SPNS 466 Spanish Lit: Modern and Contemporary 3 cr.

European History (HSTR)

HSTR 302H Ancient Greece
HSTR 307 The Medieval World: The High Middle Ages, 1150-1450 3 cr. (EU)
HSTR 320 European Social and Intellectual History: 1450-1789 3 cr. (EU)
HSTR 323 European Social and Intellectual History: The 19th Century 3 cr. (EU)
HSTR 325 European Social and Intellectual History: The 20th Century 3 cr. (EU)
HSTR 326 Contemporary Europe 3 cr. (EU)
HSTR 348 Britain from Reformation to Revolution, 1485-1688 3 cr. (EU)
HSTR 349 Britain from Revolution to Reform, 1688-1832 3 cr.
HSTR 352 France in Revolution, 1789-1848 3 cr.
HSTR 354 Italy: 1300-1800 3 cr.
HSTR 355 Italy: 1800-Present 3 cr.
HSTR 357 Russia to 1881 3 cr.
HSTR 358 Russia Since 1881: War, Revolution and Reform 3 cr.
HSTR 363 Eastern Europe 3 cr.

Liberal Studies Program (LHS)

LHS 327H Gender & Sexuality in English Fiction 3 cr.
LHS 329H Fathers & Daughters in Western Literary Traditions 3 cr.
LHS 368 Shakespeare: Comedy and Tragedy 3 cr.

Religious Studies (RLST)

RLST 335 Western Religious Thought I 3 cr.
RLST 336 Western Religious Thought II 3 cr.

College of Visual and Performing Arts:

MUSI 301H Music History I 3 cr.
MUSI 302H Music History II 3 cr.

Art History (ARTH)

ARTH 402H - Greek Art & Architecture
ARTH 407 - Roman and Early Christian Art
ARTH 425 - Art of the Renaissance
ARTH 430 - 19th Century Art 3 cr.
ARTH 440 - 20th Century Art 3 cr.
ARTH 465 - Spanish Art

Montana Board of Regents
CURRICULUM PROPOSAL FORM

B. Describe the planned implementation of the proposed program, including estimates of numbers of students at each stage.

Implementation of the proposed minor will happen immediately. All listed courses are already taught and funded through their respective departments/programs.

6. Resources

A. Will additional faculty resources be required to implement this program? If yes, please describe the need and indicate the plan for meeting this need.

No, the proposed minor in European Studies makes use of existing courses and tenure-track faculty.

B. Are other, additional resources required to ensure the success of the proposed program? If yes, please describe the need and indicate the plan for meeting this need.

No, no additional resources are required. All courses are currently offered as part of the UM curriculum.

7. Assessment

How will the success of the program be measured?

The success of the European Studies program will be measured by the current assessment tools used by the MCLL department programs and the University of Montana.

8. Process Leading to Submission

Describe the process of developing and approving the proposed program. Indicate, where appropriate, involvement by faculty, students, community members, potential employers, accrediting agencies, etc.

The proposed European Studies minor was a result of discussions between faculty in the departments involved and students surveyed.

May 19-20, 2016

ITEM 171-1011-R0516

Request for Authorization to Establish a Humanities Institute – University of Montana-Missoula

THAT

The Board of Regents of Higher Education authorizes the University of Montana to establish a Humanities Institute.

EXPLANATION

As the flagship liberal arts university in the state of Montana, the University of Montana recognizes that research and teaching in the humanities are vital activities necessary to advance the goal of producing “informed, ethical, and engaged citizens of local and global communities.” We propose recognition of this fact and a commitment to the future of the humanities by founding the University of Montana Humanities Institute that will be led by faculty and structured to benefit our students and our research profile.

ATTACHMENTS

Academic Proposal Request Form

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

ITEM 171-1011-R0516 Meeting Date May 19-20, 2016

Institution: University of Montana CIP Code: _____

Program/Center/Institute Title: Humanities Institute

Includes (please specify below): Online Offering _____ Options _____

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit <http://mus.edu/che/arsa/preparingacademicproposals.asp>.

 A. Level I:

Campus Approvals

 1a. Placing a program into moratorium (Document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)

 1b. Withdrawing a program from moratorium

 2. Adding, re-titling, terminating or revising a campus Certificate of 29 credits or less

 3. Adding a BAS/AA/AS Area of Study

 4. Offering an existing program via distance or online delivery

OCHE Approvals

 5. Re-titling an existing postsecondary educational program

 6. Terminating an existing postsecondary educational program (Program Termination Checklist)

 7. Consolidating existing postsecondary educational programs (Curriculum Proposal Form)

 8. Adding a new minor where there is a major or an option in a major (Curriculum Proposal Form)

 9. Revising a program (Curriculum Proposal Form)

 10. Adding a temporary Certificate or AAS Degree Program *Approval limited to 2 years*

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

X **B. Level II:**

_____ **1. Establishing a new postsecondary educational program** (Curriculum Proposal and Reviewed Intent to Plan Form)

_____ **2. Exceeding the 120 credit maximum for baccalaureate degrees** *Exception to policy 301.11*

X _____ **4. Forming, eliminating or consolidating a college, division, school, department, institute, bureau, center, station, laboratory or similar unit** (Curriculum or Center/Institute Proposal and Reviewed Intent to Plan Form, except when eliminating or consolidating)

_____ **5. Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit**

Specify Request:

As the flagship liberal arts university in the state of Montana, The University of Montana recognizes that research and teaching in the humanities are vital activities necessary to advance the goal of producing “informed, ethical, and engaged citizens of local and global communities.” We propose recognition of this fact and a commitment to the future of the humanities by founding the University of Montana Humanities Institute that will be led by faculty and structured to benefit our students and our research profile.

Montana Board of Regents
RESEARCH CENTER AND INSTITUTE PROPOSAL FORM

1. State the proposed Institute/Center's name and purpose.

As the flagship liberal arts university in the state of Montana, The University of Montana recognizes that research and teaching in the humanities are vital activities necessary to advance the goal of producing "informed, ethical, and engaged citizens of local and global communities."

We propose recognition of this fact and a commitment to the future of the humanities by founding the University of Montana Humanities Institute that will be led by faculty and structured to benefit our students and our research profile.

2. A comprehensive statement of the Institute/Center's mission and its relationship to the University mission.

A. State the Institute/Center's mission.

Drawing on a rich tradition of scholarship in the humanities that reflects over a century of commitment to this goal, the Humanities Institute seeks to advance the scholarly work of faculty and students who desire to explore, illuminate, and expand human self-understanding. The Humanities Institute supports a wide range of scholarly inquiry about thought, literature, and culture, including interdisciplinary and innovative approaches. The Institute supports humanistic work that takes place throughout the University, as well as in traditional disciplines (history, languages, literature, philosophy, and religious studies).

B. Identify the Institute/Center's goals and objectives.

The Institute creates opportunities for vigorous intellectual exchange and provides venues for public discussion of the humanities, including sustained interaction with the wider community of Missoula and Montana, as well as contact with scholars in other disciplines and from other institutions. It also provides financial support for both individual and collaborative scholarship and teaching. We are especially eager for scholars to generate new ideas for cross-disciplinary initiatives that will draw faculty and students into a wider discussion of the importance of the humanities in the contemporary world.

The Humanities Institute has a serious commitment to environmental responsibility in its programming and activities and will carry out its mission in a manner reflective of that concern for sustainability of the planet on which we live.

C. What specific need is being responded to in developing the proposed Institute/Center?

While modest resources are occasionally available for humanities research at UM, there is no avenue currently in place capable of offering funding opportunities and/or support dedicated primarily for humanities scholarship. There also is no office to facilitate cross-disciplinary collaborations between scholars in the many humanities disciplines represented on our campus. The Humanities Institute will fulfill this crucial need on campus, providing a platform from which humanists can develop a resource base for expanded scholarship, teaching and public programming; foster innovative collaborations; and bridge the gap between campus and community.

Montana Board of Regents
RESEARCH CENTER AND INSTITUTE PROPOSAL FORM

D. Describe how the Institute/Center benefits the department, college, or institution.

Because a majority of the humanists on campus reside in the College of Humanities and Sciences (H&S) and the College of Visual and Performing Arts, two units that teach the vast majority of general education courses at UM, the Humanities Institute will impact a large and diverse group of students. The Institute will also work with the Mansfield Library to further the digital humanities efforts at UM, in addition to other activities. There are also humanists in other colleges on campus. Faculty and students will be able to participate no matter what their affiliation at UM. We also anticipate interest from the social and natural sciences on an interdisciplinary and/or collaborative basis, which will be welcomed.

E. Describe the Institute/Center's relationship to the University mission.

The Humanities Institute will serve to advance the strategic goals of the University of Montana in the following ways:

The University of Montana is proud to be a liberal arts-based research university. Strengthening the humanities will clearly **strengthen UM's core** mission, as it reinforces Humanities Scholarship as a fundamental element in the pursuit of academic excellence.

Assisting faculty in the search for time and resources to further their scholarship will invigorate our research portfolio in the humanities and thus expand what we do in the area of **research and creativity to serve Montana and the world**.

The provision of dynamic new programming in the humanities will strengthen teaching and learning experiences for students and faculty and thus support a **dynamic learning environment**.

3. Briefly describe the Institute/Center's anticipated activities.

The Humanities Institute will provide support to faculty and students working in the broad field of the humanities through the following activities:

1. **Research support for faculty** (teaching release time; travel money to pursue research; funds to hire student research assistants; funds to facilitate book submissions).
 - **Current funding in place:**
 - i. *The Baldrige Book Subvention Fund*
 - ii. *UM Office of Research and Creative Scholarship (ORCS) Support*
2. **Faculty Inquiry Groups** to support sustained, cross-disciplinary collaboration on shared issues or problems; writing and research projects that produce new work, and possibly development of enhancements to our humanities curriculum.
3. **Writing Retreats** to support small groups of humanists who will spend anywhere from 2-3 days to 7 days in a single location working on a piece of writing, either individually or collectively (in the case of grant proposals).
4. **Supplemental support for faculty** to present humanities-related papers at conferences.

Montana Board of Regents
RESEARCH CENTER AND INSTITUTE PROPOSAL FORM

5. **Supplemental research and travel support for undergraduate and graduate students** completing degrees in the humanities or working on humanities-related projects. This may also include financial awards for excellence in scholarship and academic work.
- **Current funding in place:**
 - i. *Richard Drake Writing Award*

In the long term view, we expect the Institute to develop and support:

- On-campus conferences in the Humanities;
- Public lecture series or other public programming in the Humanities;
- Short-term visits by outside scholars to present their work and interact with UM faculty and students in short-term visit; and
- Semester-long fellowships for visiting scholars in residence at UM.

A. Identify faculty expertise available for participation in the Institute/Center's activities.

As activities develop, the Institute will draw upon the expertise of humanists housed in areas all across campus, including the College of Humanities and Sciences, the College of Visual and Performing Arts, the Davidson Honors College, the Mansfield Library, and many others. Upon implementation, however, the Institute will only require the position of Director to be filled in order to function as intended. At this time, the implementation of the Humanities Institute will not require any changes to existing programs at the University of Montana.

B. Which departments on campus will be involved and how will the Institute/Center contribute to the academic programs of the institution?

Already, the Humanities Institute has received a high-level of interest from humanities faculty and students. An investigatory committee comprised of six faculty members in the humanities from the College of Humanities and Sciences (with consultation efforts from humanists from the College of Visual and Performing Arts) determined that the presence of a humanities institute would be greatly beneficial to humanistic scholarship at UM. In addition to its primary goal of nurturing and enhancing the humanities, the institute may well enable a variety of cross-disciplinary research and teaching opportunities with other Colleges, departments and programs at UM.

4. Identify the organizational structure of the Institute/Center within the institution.

A Director of the Humanities Institute will be appointed with the approval of the Provost and will initially serve for a term of three years (the College will likely provide a course buyout to facilitate the work of the Director). Additional administrative support will be provided by the College (see Question 5 below), until the Institute is able to facilitate its own permanent staffing needs.

A. Identify all agencies, organizations and/or institutions that will be involved.

The Humanities Institute will be hosted by the College of Humanities and Sciences, and will be affiliated with the College of Visual and Performing Arts and the Mansfield Library. By its very interdisciplinary nature, however, it will offer services to the students and faculty housed in other Colleges and Schools on campus, including the Davidson Honors College, and the Phyllis J. Washington College of Education and Human Sciences. The institute also will use the facilities within the Elouise

Montana Board of Regents
RESEARCH CENTER AND INSTITUTE PROPOSAL FORM

Cobell Land and Culture Institute to facilitate digital conferencing for humanities studies at UM, and will seek opportunities to collaborate with existing like-minded institutes, such as the Institute of Health and Humanities and Humanities Montana.

B. Identify advisory council information.

An Internal Advisory Board will be formed with faculty and administrative representatives from the College of Humanities and Sciences, Visual and Performing Arts, and the Mansfield Library. This group will initially help the Director establish three and five-year plans, as well as assist in shaping, evaluating, and providing support for ongoing activities of the Institute. Also an External Advisory Board will be formed with alumni from UM humanities programs and nationally prominent scholars of the humanities. This Board will be charged with assistance in evaluating Institute programs and providing additional insight and support to the Institute's programs and activities.

5. Identify first year and continuing finances necessary to support the Center/Institute, including the sources of funding.

The Humanities Institute will receive modest direct support from the Dean's office in the College of Humanities and Sciences. 0.25 FTE of one staff member will be devoted to support of Institute activities and modest grant support will additionally be provided by the College's grant support specialist. As the institute grows, the Institute will seek to replace these College-augmented positions with permanent staff position(s), as philanthropic and grant efforts allow. The Institute will also be charged with focusing energies on raising private philanthropic support. The book subvention fund and writing award listed above were raised from private donors and we see wonderful opportunities to continue raising funds in the future.

A. Will additional faculty and other resources be required to implement this Center/Institute? If yes, please describe the need and indicate the plan for meeting this need.

With modest initial support from the College of Humanities and Sciences (as described above) and some modest continuing support from the Office of the Vice President for Research and Creative Scholarship, the remainder of our support will be self-generated through grants, contracts and philanthropy. A center agreement for Indirect Cost distribution will also be requested.

B. Are other, additional resources required to ensure the success of the proposed Center/Institute? If yes, please describe the need and indicate the plan for meeting this need.

To further philanthropic efforts, the Institute will work with Development Officers from the University of Montana Foundation to gather private support, while simultaneously investigating grant opportunities. However, the Humanities Institute will not need to wait for the arrival of said funds before it is operational, given that funds already have been raised by H&S.

6. Describe other similar Centers/Institutes or research capacities in the state and surrounding region.

Most humanities institutes are housed at universities. Of these, there are about 170 institutions that are affiliated with the largest learned society related to the humanities: the Consortium for Humanities Centers and Institutes (CHCI). In the Rocky Mountain west, there are humanities institutes in Colorado, Idaho, Oregon, Utah, Washington, and Wyoming. The Humanities Institute at UM will seek CHCI

Montana Board of Regents
RESEARCH CENTER AND INSTITUTE PROPOSAL FORM

affiliation. If approved, it would be the first of its kind in the state of Montana. Currently, the Montana State University Humanities Institute is affiliated with the National Humanities Alliance. There are no humanities institutes in Montana with CHCI affiliation.

Examples of activities and programs in humanities institutes at other flagship institutions across the country that are currently unavailable to humanities scholars at UM:

- Visiting Professorships in the Humanities (**University of Texas-Austin Humanities Institute**).
- Research Interest Groups (**University of Oregon Humanities Center**)
- Medal for Distinguished Achievement in Humanities (**Penn State University Institute for the Arts and Humanities**)
- Graduate and Faculty Research and Teaching Fellowships (**University of Oregon Humanities Center**)
- Humanities Without Walls – a Consortium (**Penn State University, Michigan State University, Ohio State University, University of Chicago, University of Illinois and other CIC Institutions**)

Without taking the space to elaborate on details, it is fair to say that all of these programs 1) stimulate more powerful programming in the humanities on these campuses, and 2) bring the fruits of humanistic teaching and research out into their host communities.

A. Describe the relationship between the proposed Center/Institute and any similar Centers/Institutes, programs, or research capacities within the Montana University System.

The MSU Humanities Institute “promotes collaboration between the humanities, sciences, and arts to prepare Montanans to ask the right questions about the future and come up with the best answers for the challenges awaiting us in the twenty-first century.” Other closely related programs at the University of Montana include: of course the humanities departments within H&S, The Center for the Rocky Mountain West, the Office of Research and Creative Scholarship, the Institute of Health and Humanities.

The aspects of the Humanities Institute that distinguish it from any established programs include: the charge to develop funding for humanities programming (that will benefit faculty scholars and students within the humanities); support of research that is humanities focused (the ORCS has a broader charge); and developing scholarship opportunities for students studying the humanities.

B. In cases of substantial duplication, explain the differences between these and the need for the proposed Center/Institute at an additional institution. Describe any efforts that were made to collaborate with these Centers/Institutes, programs or research capacities. If no efforts were made explain why.

Once in operation, the Humanities Institute at UM will of course seek collaborative opportunities with the Institute at MSU. The Institutes at MSU and UM naturally reflect the specializations of each campus. We expect ours to have a relationship to both the traditional humanities – at which we have always excelled – and the environmental humanities where we have growing expertise. We would welcome interactions with MSU especially in the areas that overlap agriculture and technology.

Montana Board of Regents
RESEARCH CENTER AND INSTITUTE PROPOSAL FORM

7. Assessment: How will the success of the program be measured?

The Institute will regularly collect data on the scholarly and public activities of the humanities at UM. This is a subset of data that has not been previously collected before and it should give us fresh insight into how we best maximize our humanities programming. Collected data will be evaluated by the Internal Advisory Board and through consultation with the External Advisory Board.

8. State the internal campus review and approval process which has occurred prior to submission to the Commissioner's Office. Indicate, where appropriate, involvement by faculty, students, community members, professional constituencies, etc.

In March of 2014, H&S Dean Comer assembled a committee of faculty members representing humanities and humanities-minded departments and programs in the College of Humanities and Sciences. Dean Comer charged the committee with the assembling a plan to form and implement a Humanities Institution at the University of Montana. The Humanities Institute Committee met on a regular basis to discuss strategic goals, assess funding opportunities and needs, and construct a framework of fundamental values and activities upon which the Humanities Institute would be built.

In May of 2014, the Committee met with faculty representatives from the College of Visual and Performing Arts to discuss the feasibility of the Committee's findings and to determine the level of interest from units outside of the College of Humanities and Sciences. The faculty representatives of CVPA expressed great interest in having such an institution at UM, and offered support and collaborative assistance to the Committee moving forward.

In August of 2014, the Committee began to disseminate a formal Mission Statement and Proposed Activity Plan to faculty and administrative members, both in the College of Humanities and Sciences and in other units across campus. In Spring of 2015, the Committee distributed a finalized draft of the Humanities Institute proposal to a selection of humanists on campus, including representatives from the College of Visual and Performing Arts, the Davidson Honors College, and the Mansfield Library. In Fall of 2015, an open forum was made available, through which humanists on campus were able to voice opinions regarding the proposed Mission Statement and Activity Plan. Taking all feedback into consideration, the proposal was submitted to the University of Montana Provost Office and Faculty Senate. Once campus approval was received, the proposal was formally submitted to the Montana Board of Regents for final approval.

Once approved, the Institute will immediately begin the intensive process of continuing philanthropic efforts, overseeing appropriate designated funds (Baldrige and Drake), partnering with the Office of Research and Creative Scholarship to determine appropriate research funding for humanities activities within the institute.

Implementation of the Humanities Institute will begin immediately following campus and system approvals. The Institute will immediately assume management of the college's book subvention and writing award funds, as well as any additional funds designated (by donor and/or administration) for Humanities Institute use.

May 19-20, 2016

ITEM 171-1501-R0516

Request for Authorization to Establish Bachelor of Applied Science in Business: Construction Management Option – Montana Tech of the University of Montana

THAT

The Board of Regents of Higher Education authorizes Montana Tech of the University of Montana to establish a new option in Construction Management to the Bachelor of Applied Science in Business Degree.

EXPLANATION

Bachelors of Applied Science in Business; Construction Management option: this option will add a dimension to existing Bachelors of Applied Science in Business Management by providing a Construction Management option. Construction Management is a skill set that is becoming increasingly sought after in industry as a bridge between engineering and trade careers.

ATTACHMENTS

Academic Proposal Request Form
Curriculum Proposal Request Form

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

ITEM 170-1501-R0516 Submission Month or Meeting: May 19-20, 2016

Institution: Montana Tech CIP Code: 52.20

Program/Center/Institute Title: Bachelor of Applied Science In Business: Construction Management Option

Includes (please specify below): Online Offering Options

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit <http://mus.edu/che/arsa/preparingacademicproposals.asp>.

 A. Level I:

Campus Approvals

 1a. Placing a program into moratorium (Program Termination and Moratorium Form)

 1b. Withdrawing a program from moratorium

 2. Adding, re-titling, terminating or revising a campus Certificate of 29 credits or less

 3. Adding a BAS/AA/AS Area of Study

 4. Offering an existing program via distance or online delivery

OCHE Approvals

 5. Re-titling an existing postsecondary educational program

 6. Terminating an existing postsecondary educational program (Program Termination and Moratorium Form)

 7. Consolidating existing postsecondary educational programs (Curriculum Proposal Form)

 8. Adding a new minor where there is a major or an option in a major (Curriculum Proposal Form)

 9. Revising a program (Curriculum Proposal Form)

 10. Adding a temporary Certificate or AAS Degree Program *Approval limited to 2 years*

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

X **B. Level II:**

- X 1. **Establishing a new postsecondary educational program** (Curriculum Proposal and Completed Intent to Plan Form)
- _____ 2. **Exceeding the 120 credit maximum for baccalaureate degrees** *Exception to policy 301.11*
- _____ 3. **Forming, eliminating or consolidating a college, division, school, department, institute, bureau, center, station, laboratory or similar unit** (Curriculum or Center/Institute Proposal and Completed Intent to Plan Form, except when eliminating or consolidating)
- _____ 4. **Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit**

Specify Request:

Montana Tech requests permission to offer a Bachelors of Applied Science in Business: Construction Management Option. This option will add a dimension to our existing Bachelors of Applied Science in Business by providing a Construction Management option. Construction Management is a skill set that is becoming increasingly sought after in industry as a bridge between engineering and trade careers.

Montana Board of Regents
CURRICULUM PROPOSALS

1. Overview

Bachelors of Applied Science in Business; Construction Management option: this option will add a dimension to existing Bachelors of Applied Science in Business Management by providing a Construction Management option. Construction Management is a skill set that is becoming increasingly sought after in industry as a bridge between engineering and trade careers.

2. Provide a one paragraph description of the proposed program. Be specific about what degree, major, minor or option is sought.

The degree option will begin with the completion of all credits required to attain an appropriate Associate of Applied Science in a technical field closely related to the Construction Industry, i.e. Welding, Construction Technology, Civil Engineering Technology, etc. Upon completion of the AAS degree a block transfer of up to 56 credits are awarded toward a Bachelors of Applied Science in Business; Construction Management option. We wish to include an option of Construction Management that will blend business principals and skills with construction engineering courses offered at Montana Tech. A student completing the required course work will be awarded a Bachelors of Applied Science in Business; Construction Management option.

3. Need

A. To what specific need is the institution responding in developing the proposed program?

The need is twofold. 1) This degree provides a transfer option for AAS students into a Bachelor of Applied Science degree program. A mission of Highlands College is to provide transfer opportunities for 2 year students- this option provides a direct application (currently non-existent) for 2 year trades and technical students. 2) Construction Management is recognized as a degree program is becoming increasingly sought after in many industries. Employers are ready to hire workers that can blend the hands-on practical applications that an AAS program provides and the business and construction understanding provided in management and basic engineering course work.

B. How will students and any other affected constituencies be served by the proposed program?

This option is unique in that it engages all three undergraduate colleges at Montana Tech- Highlands College (AAS), College of Letters, Sciences and Professional Studies (Business coursework) and the School of Mines and Engineering (Construction Engineering courses). Montana Tech will accept Associates Degrees earned at other institutions as a block transfer into the BAS Business Construction Management option.

C. What is the anticipated demand for the program? How was this determined?

Highlands College currently has 15 students identified that will pursue the BAS in Business; Construction Management option. This was determined through academic advising and course planning. Highlands anticipates that Trades students in appropriate programs attending other 2 year institutions will transfer to Montana Tech to pursue this degree program. This was determined through communication with other college faculty and students.

Montana Board of Regents
CURRICULUM PROPOSALS

4. Institutional and System Fit

A. What is the connection between the proposed program and existing programs at the institution?

Montana Tech has a strong Business and Engineering reputation. With small modifications to the Management option in the Business BAS, replacing courses in the curriculum with construction engineering courses already taught at Montana Tech and more labor relations courses in the Business program. There is no need to create any new courses.

B. Will approval of the proposed program require changes to any existing programs at the institution? If so, please describe.

No. All courses exist already exist at Montana Tech.

C. Describe what differentiates this program from other, closely related programs at the institution (if appropriate).

Most construction management courses in Montana lack hand-on training. These skill sets can be acquired in the AAS credits in the degree program. This program focuses on bridging the communication and skills gap that exist on construction projects between the design team (architects/engineers) and the construction firms (owners/skilled workers).

At this time, there are no closely related programs in Montana.

D. How does the proposed program serve to advance the strategic goals of the institution?

This program provides transferability to typically underserved skilled trades programs into a four year degree. This program will provide another credential in a very "in demand" career field that is closely related to engineering and skilled trade.

E. Describe the relationship between the proposed program and any similar programs within the Montana University System. In cases of substantial duplication, explain the need for the proposed program at an additional institution. Describe any efforts that were made to collaborate with these similar programs; and if no efforts were made, explain why. If articulation or transfer agreements have been developed for the substantially duplicated programs, please include the agreement(s) as part of the documentation.

There is no relationship between this program and other programs within the Montana University System. This program begins with the completion of an appropriate AAS degree program then builds business and construction engineering understanding that complements the skilled trade coursework.

No collaboration efforts were explored as Montana Tech has all the resources required on campus. Montana Tech would welcome articulation agreements between appropriate AAS program from across the Montana University System.

No transfer agreements are in effect, but as stated previously Associate of Applied Science degrees from other institutions will be accepted as a block transfer of credits toward the BAS Business; Construction Management option.

Montana Board of Regents
CURRICULUM PROPOSALS

5. Program Details

- A. Provide a detailed description of the proposed curriculum. Where possible, present the information in the form intended to appear in the catalog or other publications. NOTE: In the case of two-year degree programs and certificates of applied science, the curriculum should include enough detail to determine if the characteristics set out in Regents' Policy 301.12 have been met.**

See attached Curriculum sheet.

- B. Describe the planned implementation of the proposed program, including estimates of numbers of students at each stage.**

Planning has already begun. Implementation will commence upon BOR approval. There are currently 15 students identified in Highlands College trades programs that will pursue the BAS in Business; Construction Management option. Year one will have 6 students, year 2 will have another 6-8 students, year 3 estimated to have 10 + students depending upon transfer from other 2 year colleges.

6. Resources

- A. Will additional faculty resources be required to implement this program? If yes, please describe the need and indicate the plan for meeting this need.**

No. As stated before the courses at Montana Tech already exist. Through conversation with faculty partners the additional students should not create overload or additional sections.

- B. Are other, additional resources required to ensure the success of the proposed program? If yes, please describe the need and indicate the plan for meeting this need.**

No.

7. Assessment

- How will the success of the program be measured?**

Transfer numbers, retention, graduation and placement.

8. Process Leading to Submission

- Describe the process of developing and approving the proposed program. Indicate, where appropriate, involvement by faculty, students, community members, potential employers, accrediting agencies, etc.**

Highlands College Construction Technology faculty has conducted discussions with building contractors in western Montana. Also, focus groups of HCMT students were held. The program was put together and successfully reviewed and approved by the Montana Tech Curriculum review committee and Montana Tech Faculty Senate.

Montana Board of Regents
CURRICULUM PROPOSALS

APPENDIX: BAS-Business Construction Management Option

BAS – Business –Construction Management Option

- I. Block Transfer from the AAS (54 credits)**
- II. General Education Core (30 credits)**
- A. Communications (6 credits)**
 - WRIT 101 - College Writing (3 credits)
 - WRIT 322W - Advanced Business Writing (3 credits)
 - B. Humanities (6 credits)**
 - Humanities & Fine Arts Elective (3 credits)
 - BGEN 363 - Business Ethics and Decision Making (3 credits)
 - C. Social Sciences (6 credits)**
 - Social Science Elective (3 credits)
 - ECNS 203 - Principles of Micro and Macro (3 credits)
 - D. Mathematics (6 credits)**
 - M 141 - Math for Business and Social Sciences (3 credits)
 - M 142 - Math for Business and Social Sciences (3 credits)
 - -OR-
 - STAT 216 - Introduction to Statistics (3 credits)
 - E. Physical & Life Science (6-7 credits)**
 - Physical & Life Science (3 credits)
 - Physical & Life Science w/lab Elective (4 credits)
- III. Business Core (24 credits)**
- ACTG 201 - Principles of Financial Accounting (3 credits)
 - ACTG 202 - Principles of Managerial Accounting (3 credits)

Montana Board of Regents
CURRICULUM PROPOSALS

(This course could be substituted by ACTG 410 – Cost/Management Accounting I [3 credits] and thereby secure another upper division course.)

- BMGT 362 – Labor Relations and Collective (3 credits)

(This course will replace ACTG 321 - Accounting Information Systems 3 credits.)

- BUS 3316 - Marketing (3 credits)
- BGEN 235 - Business Law (3 credits)
- BFIN 322 - Business Finance (3 credits)
- BMGT 335W - Management and Organization (3 credits)
- BMGT 426 Strategic Management (3 credits)

IV. Management Option (12 credits)
Required

- BMGT 329 - Human Resource Management (3 credits)

Construction Management Concentration Electives - Choose 3 of the following

- ECIV 208 – Construction Contracts and Intro to Const. Engineering (3 credits)
- EGEN 325 - Engineering Economic Analysis (3 credits)
- ECIV 304 – Construction Means and Methods (3 credits)
- EGEN 391- Estimating and Scheduling (3 credits)
- ECIV 307- Construction Bidding and Estimating 3 credits

Minimum Credits for B.A.S. degree in Business - Construction Management option.) 120 credits

Minimum of 30 Upper Division credits must be Montana Tech credits.

Minimum of 39 Upper Division credits (3xx & 4xx)

May 19-20, 2016

ITEM 171-1502-R0516

Request for Authorization to Establish Bachelor of Science Degree in Data Science – Montana Tech of the University of Montana

THAT

The Board of Regents of Higher Education authorizes Montana Tech of the University of Montana to establish a Bachelor of Science degree in Data Science.

EXPLANATION

Montana Tech seeks to offer a Bachelor of Science degree in Data Science. The Data Science degree will be overseen by the Statistics Program Director and the Head of the Department of Computer Science. This new degree emphasizes data analysis and data management which are strong points of the Statistics and Computer Science programs at Montana Tech. The Statistics Program and the Department of Computer Science are proposing to convert the Data Science Concentration under the Statistics degree to a standalone degree in Data Science. The required Statistics and Computer Science courses for the Data Science degree already exist and are offered at Montana Tech. The reasoning behind this proposed change is to help Montana Tech undergraduate students compete in the growing field of Data Science in which there is a tremendous shortage of well-trained data scientists. There are currently no undergraduate Data Science degrees offered in the Montana University System.

ATTACHMENTS

Academic Proposal Request Form
Curriculum Proposal Request Form

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

ITEM 171-1502-R0516 Meeting Date May 19-20, 2016

Institution: Montana Tech CIP Code: 27.03

Program/Center/Institute Title: Bachelor of Science Degree in Data Science

Includes (please specify below): Online Offering Options

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit <http://mus.edu/che/arsa/preparingacademicproposals.asp>.

 A. Level I:

Campus Approvals

 1a. Placing a program into moratorium (Document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)

 1b. Withdrawing a program from moratorium

 2. Adding, re-titling, terminating or revising a campus Certificate of 29 credits or less

 3. Adding a BAS/AA/AS Area of Study

 4. Offering an existing program via distance or online delivery

OCHE Approvals

 5. Re-titling an existing postsecondary educational program

 6. Terminating an existing postsecondary educational program (Program Termination Checklist)

 7. Consolidating existing postsecondary educational programs (Curriculum Proposal Form)

 8. Adding a new minor where there is a major or an option in a major (Curriculum Proposal Form)

 9. Revising a program (Curriculum Proposal Form)

 10. Adding a temporary Certificate or AAS Degree Program *Approval limited to 2 years*

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

X **B. Level II:**

- X 1. **Establishing a new postsecondary educational program** (Curriculum Proposal and Reviewed Intent to Plan Form)
- _____ 2. **Exceeding the 120 credit maximum for baccalaureate degrees** *Exception to policy 301.11*
- _____ 4. **Forming, eliminating or consolidating a college, division, school, department, institute, bureau, center, station, laboratory or similar unit** (Curriculum or Center/Institute Proposal and Reviewed Intent to Plan Form, except when eliminating or consolidating)
- _____ 5. **Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit**

Specify Request:

Montana Tech seeks to offer a Bachelor of Science degree in Data Science. The Data Science degree will be overseen by the Statistics Program Director and the Head of the Department of Computer Science. This new degree emphasizes data analysis and data management which are strong points of the Statistics and Computer Science programs at Montana Tech. The Statistics Program and the Department of Computer Science are proposing to convert the Data Science Concentration under the Statistics degree to a standalone degree in Data Science. The required Statistics and Computer Science courses for the Data Science degree already exist and are offered at Montana Tech. The reasoning behind this proposed change is to help Montana Tech undergraduate students compete in the growing field of Data Science in which there is a tremendous shortage of well-trained data scientists. There are currently no undergraduate Data Science degrees offered in the Montana University System.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

1. Overview – The Statistics Program and the Department of Computer Science are proposing to convert the Data Science Concentration under the Statistics degree to a standalone degree in Data Science. The required Statistics and Computer Science courses for the Data Science degree already exist and are offered at Montana Tech. The reasoning behind this proposed change is to help Montana Tech undergraduate students compete in the growing field of Data Science in which there is a tremendous shortage of well-trained data scientists. There are currently no undergraduate Data Science degrees offered in the Montana University System.

2. Provide a one paragraph description of the proposed program. Be specific about what degree, major, minor or option is sought.

Montana Tech seeks to offer a Bachelor of Science degree in Data Science. The Data Science degree will be overseen by the Statistics Program Director and the Head of the Department of Computer Science. This new degree emphasizes data analysis and data management which are strong points of the Statistics and Computer Science programs at Montana Tech.

3. Need

A. To what specific need is the institution responding in developing the proposed program?

The tremendous demand for well-trained data scientists with strong statistics and computer science skills. On January 24, 2016 over 3,500 data science jobs were posted on the internet site glassdoor.com, 55,000 on LinkedIn.com, 88,000 on SimplyHired.com, and 21,000 on Indeed.com. In fact, according to Indeed.Com there has been more than a 15,000 percent increase in the demand for data scientists since 2011. There are currently no undergraduate Data Science degrees offered in the Montana University System.



B. How will students and any other affected constituencies be served by the proposed program?

Students graduating with a degree in Data Science from Montana Tech will have excellent job opportunities in high paying jobs such as data scientists, statisticians, business analytic professionals, data warehousing and database administrators, and software developers.

C. What is the anticipated demand for the program? How was this determined?

Montana Board of Regents
CURRICULUM PROPOSAL FORM

With the tremendous demand for the so called “sexiest job of the 21st century”, well-trained data scientists will have no problem finding jobs. In fact, the job postings for data scientists increased 15,000 percent between 2011 and 2012. For these reasons, Montana Tech expects there will a large amount of interest in the Data Science Program from students currently in the K-12 system. It is anticipated that the Data Science Program will have 50-100 students by 2025.

4. Institutional and System Fit

A. What is the connection between the proposed program and existing programs at the institution?

The Data Science Program, being interdisciplinary in nature, will have ties directly to the Statistics and Computer Science programs which house the majority of the Data Science curriculum. The Data Science program will be overseen by the faculty in the Statistics and Computer Science programs. A Data Science major will have an advisor from either the Statistics faculty or the Computer Science faculty. It is also possible that a Data Science student might be interested in double-majoring in Data Science and Statistics or Data Science and Computer Science/Software Engineering.

B. Will approval of the proposed program require changes to any existing programs at the institution? If so, please describe.

No changes to existing programs at Montana Tech are expected.

C. Describe what differentiates this program from other, closely related programs at the institution (if appropriate).

The programs most closely related to the proposed Data Science program are the Statistics and Computer Science programs; Montana Tech offers the only undergraduate degree in Statistics in the Montana University System. The Data Science program does not have same mathematical course requirements as a Statistics major, and it will have much more extensive computer training than is required in the Statistics program. The program differs from the Computer Science program by replacing the more theoretical and systems oriented computer science courses with statistical and data oriented courses.

A student graduating with a Bachelor of Science in Data Science will have greater opportunities in the job market than a student with a Statistics degree. Additionally, the degree will provide job opportunities that a traditional computer science graduate would not be qualified to fill.

D. How does the proposed program serve to advance the strategic goals of the institution?

The Data Science degree will meet the strategic goal of preparing students in technological fields that are in high demand. The Data Science program and its graduates will support regional economic development in a variety of industries (e.g., energy, health, high tech) where large amounts of data are collected and not being fully utilized. Assisting these industries in making better use of their data will make them more profitable and help them to generate more jobs in the region.

The use of data analytics can provide better understanding of many aspects of a company. The Data Science degree will produce a workforce that is skilled in this area, thus supporting regional economic development in a variety of industries. Access to this skilled workforce will improve profitability and in turn generate more jobs in the region.

E. Describe the relationship between the proposed program and any similar programs within the Montana University System. In cases of substantial duplication, explain the need for the proposed program at an additional institution. Describe any efforts that were made to collaborate with these similar programs; and if no efforts were made, explain why. If articulation or transfer agreements have been developed for the

Montana Board of Regents
CURRICULUM PROPOSAL FORM

substantially duplicated programs, please include the agreement(s) as part of the documentation.

The University of Montana has a certificate program in Big Data, but no Bachelor of Science degree in Data Science. The certificate program at the University of Montana requires only 15 credits of course work. The Montana Tech Bachelor of Science degree in Data Science is a rigorous degree requiring 27 credits of statistics, 36 credits of computer science, and 16 credits of mathematics as part of the 120 credit curriculum. Montana Tech currently offers STAT 453 Statistical Learning and Data Science I, STAT 454 Statistical Learning and Data Science II, and STAT 456 Bayesian Statistical Inference which are the only three data science statistics courses listed in the MUS statistics curriculum. The proposed Montana Tech Data Science Program will provide more extensive training in data than does the certificate program at the University of Montana, which lacks any statistics specific courses.

No other schools in the Montana University System offer either a certificate or bachelor's degree in Data Science, and Montana Tech is the only university in the Montana University System to offer a Bachelor of Science degree in Statistics.

5. Program Details

- A. Provide a detailed description of the proposed curriculum. Where possible, present the information in the form intended to appear in the catalog or other publications. NOTE: In the case of two-year degree programs and certificates of applied science, the curriculum should include enough detail to determine if the characteristics set out in Regents' Policy 301.12 have been met.**

The Data Science Curriculum attached has been approved by Montana Tech's Curriculum Review Committee and Faculty Senate and will appear in the 2016-2017 catalog once approved by the Board of Regents.

- B. Describe the planned implementation of the proposed program, including estimates of numbers of students at each stage.**

Currently there are two Statistics majors pursuing the Data Science Concentration. Upon BOR approval Montana Tech will begin recruiting qualified students for this program. Since the Data Science curriculum has been approved and the courses within the curriculum already exist, there will be a seamless transition from the Data Science Concentration under the Statistics degree to the standalone Data Science degree.

Montana Tech anticipates the Data Science Program will grow rapidly once approved and recruitment for the program begins. By 2020 the Data Science Program should have 20-30 majors, and by 2025, it should have 50-100 majors. Publicizing and recruiting students into the program will be accomplished through a variety of means coordinated through Montana Tech's Recruitment Office. Montana Tech also has funding for a computer science outreach coordinator that regularly visits high schools to educate students on possible computer science and technology careers. Integrating data science into the visits will expose high school students to a new field that most are not aware of or ever considered.

6. Resources

- A. Will additional faculty resources be required to implement this program? If yes, please describe the need and indicate the plan for meeting this need.**

Not initially. The Data Science program will be overseen by the Statistics Program and the Department of Computer Science; no department will be created to house this degree nor will additional faculty need to be

Montana Board of Regents
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hired initially. Some courses will be offered on an alternating year basis until the program reaches an enrollment of 40- 50 students. As the program grows and the demand for courses grows additional faculty in both Statistics and Computer Science will be needed to cover all of the relevant courses on a yearly basis; with a large number of students scheduling becomes a problem for the students, and especially transfer students, when courses are offered on an alternate year basis.

B. Are other, additional resources required to ensure the success of the proposed program? If yes, please describe the need and indicate the plan for meeting this need.

No. The existing faculty in the Statistics Program and the Department of Computer Science have the expertise to teach the required data science courses, and the Data Science Program will be overseen and administered by the Statistics Program Director and he Head of the Department of Computer Science .

7. Assessment

How will the success of the program be measured?

The success of the program will be measured by the yearly number of students in the Data Science program, the placement rate of the Data Science graduates, and the average starting salary of the Data Science graduates.

8. Process Leading to Submission

Describe the process of developing and approving the proposed program. Indicate, where appropriate, involvement by faculty, students, community members, potential employers, accrediting agencies, etc.

In 2011-2012 Statistics Professor Rick Rossi became aware of the demand for graduates in statistics with extensive computer science skills and the demand for the new jobs of data scientist, business analytic professional, and big data analysts. Data is being collected throughout business, industry, and government and trained analysts are needed to analyze this data. There is a huge demand for college graduates having both statistics and computer science skills.

In 2012-2013 and 2013-2014 Rick Rossi and Head of Computer Science Jeff Braun discussed developing a data science curriculum and degree.

In 2014-2015 Montana Tech Statisticians Rick Rossi, Chip Todd, and Suzan Gaziouglu began developing the statistics curriculum required for a strong data science degree. Three new statistics courses (STAT 456 - Bayesian Statistical Inference, STAT 453 -Statistical Learning and Data Science I, STAT 454 - Statistical Learning and Data Science II) were developed along with a list of statistics courses that should be included in the data science curriculum. At the same time, Computer Science faculty members Jeff Braun, Celia Schahczenski, and Michele Van Dyne began evaluating and developing computer science courses for the curriculum. They proposed including 12 computer science courses (including Software Engineering) in the Data Science curriculum, including two new course, CSCI 444 - Data Visualization and CSCI 447 - Machine Learning.

In the 2015 spring semester the Statistics and Computer Science faculty met several times to develop the curriculum for the Data Science Concentration in Statistics. The curriculum for the Data Science Concentration in Statistics was approved by the Montana Tech Curriculum Review Committee and the Montana Tech Faculty Senate.

The Computer Science Department presented the Data Science curriculum at its annual Industry Advisory Board meeting held on September 9th, 2015. The board discussed the degree and if a Data Science graduate would be attractive for their company. Three out of five representatives said they would employ a Data Science graduate, with the Synesis7 (Butte) representative stating they would find a data science graduate very attractive as big data and data analysis is their expertise and is exactly the kind of employee they have been trying to hire. The Zoot Enterprises(Bozeman) representative would not directly hire a Data Science graduate, but felt their clients would.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

The fifth representative would have to investigate further before determine if Micron (Boise) hires Data Science graduates.

Potential employers include companies in the technology, financial, insurance, health, and retail sectors as well as the federal and state governments and universities. On January 24, 2016 over 3,500 data science jobs were posted on the internet site glassdoor.com, 55,000 on LinkedIn.com, 88,000 on SimplyHired.com, and 21,000 on Indeed.com.

There are currently no agencies that are accrediting Data Science Programs at this time.

Montana Tech of the University of Montana

Bachelor of Science in Data Science

Fall Semester				Spring Semester			
			Credits				Credits
FRESHMAN YEAR							
M	171	Calculus I	3	COMX	111	Public Speaking**	3
CSCI	102	Computational Thinking	3	M	172	Calculus II	3
CSCI	135	Fund. of Computer Science I	3	CSCI	136	Fund. of Computer Science II	3
WRIT	121	Intro to Technical Writing	3	*		Science Elective	4
		Science Elective	3			Humanities Elective	3
			<hr/>				<hr/>
			Total Credits				Total Credits
			15				16
SOPHOMORE YEAR							
M	273	Multivariable Calculus	3	M	274	Intro. To Diff. Equations	3
M	333	Matrices & Linear Algebra	4	STAT	332	Stats for Scientists & Engin	3
CSCI	232	Data Struct & Algorithms	3	CSCI	332	Design and Analysis of Algorithms	3
CSCI	246	Discrete Structures	3	CSCI	340	Database Design	3
		Humanities Elective	3			Elective	3
			<hr/>				<hr/>
			Total Credits				Total Credits
			16				15
JUNIOR YEAR							
STAT	421	Probability Theory	3	STAT	422	Mathematical Statistics	3
CSCI	347	Data Mining	3	STAT	432	Regression & Model Building	3
ESOF	322	Software Engineering	3	STAT	456	Bayesian Statistical Inference	3
ECNS	203	Princ. of Micro & Macro	3	CSCI	444	Data Visualization	3
		Elective	3	***		Elective	3
			<hr/>				<hr/>
			Total Credits				Total Credits
			15				15
SENIOR YEAR							
STAT	441	Experimental Design	3	STAT	435	Statistical Computing & EDA	3
STAT	453	Statistical Learning &	3	STAT	454	Statistical Learning &	3
		Data Science I	3			Data Science II	3
CSCI	446	Artificial Intelligence	3	CSCI	447	Machine Learning	3
WRIT	321W	Advanced Technical Writing**	3	STAT	499	Capstone: Data Science Project <u>or</u>	4
***		Elective	3	CSCI	499	Capstone: Data Science Project	4
			<hr/>				<hr/>
			Total Credits				Total Credits
			15				13

Minimum credits for B.S. degree in Data Science = 120

* Science Electives must include at least one semester of laboratory science, either (1) BIOB 101/102, 160/161, B100 235, or B10H 201/202; (2) CHMY 121 with lab or CHMY 141 with lab 142; (3) GEO 101 with lab GEOE 104 or GEO 209; or (4) PHSX 234 and PHSX 235 with lab 236.

** COMX 211 Adv. Public Speaking or COMX 230 Presenting Technical Information can replace COMX 111. WRIT 325W Writing in the Sciences or WRIT 322W Advanced Business Writing can replace WRIT 321W

*** Recommended electives include M 410 Numerical Computing, M 426 Mathematical Modeling, or CSCI 477 Computer Simulation and Modeling

The sequence STAT 421-422 and the courses STAT 432 & STAT 435 are offered on alternate year basis.

Last Updated 1/28/2016

May 19-20, 2016

ITEM 171-1504-R0516

Request for Authorization to Establish a General Studies Academic Department at Highlands College – Montana Tech of the University of Montana

THAT

The Board of Regents of Higher Education authorizes Montana Tech of the University of Montana to establish a General Studies Academic Department at Highlands College.

EXPLANATION

Our proposal is to create a Department of General Studies at Highlands College. There are 5 faculty who function together but who do not belong to any formal department. Creating the Department of General Studies would allow them to evolve from a de facto department to a de jure department. This new department would make clearer for students, faculty and staff the lines of authority and association. As a result of the mandates of College! Now to adopt a more comprehensive two-year mission, Highlands College began to focus on its transfer function and the Associate of Science degree. Over a short time, the Associate of Science program has become the largest degree program at Highlands College. In order to service those students, faculty have been added. All of the existing programs at Highlands College have continued.

ATTACHMENTS

Academic Proposal Request Form
Curriculum Proposal Request Form

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

ITEM 171-1504-R0516 Meeting Date May 19-20, 2016

Institution: Montana Tech CIP Code: N/A

Program/Center/Institute Title: Development of General Studies Academic Department at Highlands College

Includes (please specify below): Online Offering _____ Options _____

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit <http://mus.edu/che/arsa/preparingacademicproposals.asp>.

 A. Level I:

Campus Approvals

 1a. Placing a program into moratorium (Document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)

 1b. Withdrawing a program from moratorium

 2. Adding, re-titling, terminating or revising a campus Certificate of 29 credits or less

 3. Adding a BAS/AA/AS Area of Study

 4. Offering an existing program via distance or online delivery

OCHE Approvals

 5. Re-titling an existing postsecondary educational program

 6. Terminating an existing postsecondary educational program (Program Termination Checklist)

 7. Consolidating existing postsecondary educational programs (Curriculum Proposal Form)

 8. Adding a new minor where there is a major or an option in a major (Curriculum Proposal Form)

 9. Revising a program (Curriculum Proposal Form)

 10. Adding a temporary Certificate or AAS Degree Program *Approval limited to 2 years*

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

X **B. Level II:**

_____ **1. Establishing a new postsecondary educational program** (Curriculum Proposal and Reviewed Intent to Plan Form)

_____ **2. Exceeding the 120 credit maximum for baccalaureate degrees** *Exception to policy 301.11*

X _____ **4. Forming, eliminating or consolidating a college, division, school, department, institute, bureau, center, station, laboratory or similar unit** (Curriculum or Center/Institute Proposal and Reviewed Intent to Plan Form, except when eliminating or consolidating)

_____ **5. Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit**

Specify Request:

Our proposal is to create a Department of General Studies at Highlands College. There are currently five faculty who function together but who do not belong to any formal department. Creating the Department of General Studies would allow them to evolve from a de facto department to a de jure department. This new department would make clearer for students, faculty and staff the lines of authority and association. As a result of the mandates of College!Now to adopt a more comprehensive two-year mission, Highlands College began to focus on its transfer function and the Associate of Science degree. Over a short time, the Associate of Science program has become the largest degree program at Highlands College. In order to service those students, faculty have been added. All of the existing programs at Highlands College have continued.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

1. Overview

A. Provide a one paragraph description of the proposed program. Be specific about what degree, major, minor or option is sought.

Our proposal is to create a Department of General Studies at Highlands College. There are 5 faculty who function together but who do not belong to any formal department. Creating the Department of General Studies would allow them to evolve from a de facto department to a de jure department. This new department would make clearer for students, faculty and staff the lines of authority and association.

2. Institutional and System Fit

A. What is the connection between the proposed program and existing programs at the institution?

As a result of the mandates of College!Now to adopt a more comprehensive two-year mission, Highlands College began to focus on its transfer function and the Associate of Science degree. Over a short time, the Associate of Science program has become the largest degree program at Highlands College. In order to service those students, faculty have been added. All of the existing programs at Highlands College have continued.

B. Will approval of the proposed program require changes to any existing programs at the institution? If so, please describe.

Approval of the creation of the Department of General Studies will not require any changes to existing programs. The reason is that this new department will have a significant focus on servicing the Associate of Science students. Prior to the AS program, Highlands College only had career technical education degrees, which, for the most part, were not transfer degrees. The proposed department essentially will thus be separate in function from the other departments.

C. Describe what differentiates this program from other, closely related programs at the institution (if appropriate).

There are no closely related departments at Highlands College or Montana Tech. At Montana Tech, there is a Department of Liberal Studies, but that department houses the BS in Liberal Studies and is a four year degree not a two year degree and it is not a transfer degree like the AS degree.

D. How does the proposed program serve to advance the strategic goals of the institution?

The Department of General Studies allows Highlands College to have all of its faculty to have the needed and valuable relationship of being in an academic department. This would thereby serve those faculty in terms of tenure and promotion and make it clearer for students, faculty and staff the lines of authority and association.

E. Describe the relationship between the proposed program and any similar programs within the Montana University System. In cases of substantial duplication, explain the need for the proposed program at an additional institution. Describe any efforts that were made to collaborate with these similar programs; and if no efforts were made, explain why. If articulation or transfer agreements have been developed for the substantially duplicated programs, please include the agreement(s) as part of the documentation.

All of the two year institutions in Montana have one or more transfer degrees (either AA or AS) as part of their

Montana Board of Regents
CURRICULUM PROPOSAL FORM

portfolios. Those transfer degrees are overseen by faculty in various areas, such as Communications, Math and Behavioral Studies, among other areas. The proposed Department of General Studies at Highlands College will, accordingly, function very similarly to most of the other two year institutions in that it will house faculty who teach in Math, Behavioral Studies and other areas which are being developed. Because “general transfer studies” areas are ubiquitous at two year institutions, Highlands College was thus an outlier in that it did NOT have such a department. As a result, this proposal will bring Highlands College into alignment with other two year institutions. This means that efforts to collaborate with the similar programs/departments with other institutions is not necessary.

3. Program Details

- A. Provide a detailed description of the proposed curriculum. Where possible, present the information in the form intended to appear in the catalog or other publications. NOTE: In the case of two-year degree programs and certificates of applied science, the curriculum should include enough detail to determine if the characteristics set out in Regents’ Policy 301.12 have been met.**

There is no proposed academic curriculum here. This proposal is only to create a Department of General Studies at Highlands College.

- B. Describe the planned implementation of the proposed program, including estimates of numbers of students at each stage.**

There are approximately 250 Associate of Science program students who will be served by the Department of General Studies.

4. Need

- A. To what specific need is the institution responding in developing the proposed program?**

There are 5 faculty who function together but who do not belong to any formal department. Creating the General Studies Department would allow them to evolve from a de facto department to a de jure department.

- B. How will students and any other affected constituencies be served by the proposed program?**

This new department would make clearer for students, faculty and staff the lines of authority and association.

- C. What is the anticipated demand for the program? How was this determined?**

As the Associate of Science program grows, the number of faculty servicing those students will grow. Already there are five such faculty. It is valuable and important that these faculty be associated with a department for purposes of budgeting, academic planning, academic review and tenure and promotion.

5. Process Leading to Submission

- A. Describe the process of developing and approving the proposed program. Indicate, where appropriate, involvement by faculty, students, community members, potential employers, accrediting agencies, etc.**

The Dean of Highlands College made presentations to and secured the approvals of the Montana Tech Curriculum Review Committee, the Montana Tech Faculty Senate, the Provost and the Chancellor.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

6. Resources

- A. Will additional faculty resources be required to implement this program? If yes, please describe the need and indicate the plan for meeting this need.**

The needed faculty resources are already in place. As previously indicated, there are five faculty who are not in any department but who are loosely (de facto) associated together and servicing the Associate of Science students. If the Associate of Science program continues to grow in the future, then additional faculty resources may be necessary.

- B. Are other, additional resources required to ensure the success of the proposed program? If yes, please describe the need and indicate the plan for meeting this need.**

At this time, additional resources are not needed to ensure the success of the proposed Department of General Studies. There is currently a proposal to convert the existing budget and resources allocated to the Academic Center for Excellence – South into the budget for the Department of General Studies.

7. Assessment

- A. How will the success of the program be measured?**

The success of the Department of General Studies will be measured by how well it serves the needs of the Associate of Science students and the other developmental students.

May 19-20, 2016

ITEM 171-1603-R0516

Request for Authorization to add a new Option in Pre-Professional Medical & Veterinary Sciences to the existing BS: Biology degree and movement of the Option in Wildlife Ecology (renamed Fish and Wildlife Ecology) from BS: Biology into a new BS: Ecology degree with two new Options (Quantitative Ecology and Integrative Ecology) – The University of Montana Western

THAT

The Board of Regents of Higher Education authorizes The University of Montana Western to offer an Option in Pre-professional Medical & Veterinary Sciences in the existing B.S. Biology degree; and to rename the Option in Wildlife Ecology to Fish and Wildlife Ecology and move it from BS: Biology into a new BS: Ecology degree with two new Options – Quantitative Ecology and Integrative Ecology.

EXPLANATION

A new Pre-Professional Medical & Veterinary Sciences Option added to the existing BS: Biology degree clearly communicates to prospective students an ability to offer preparation for medical and veterinary professions. This new Option directly aligns with prerequisite entrance requirements for a variety of nursing, physician's assistant, physical therapy, medical, dental, and veterinary post-baccalaureate programs. The new BS: Ecology degree with three Options (Quantitative Ecology, Fish and Wildlife Ecology, and Integrative Ecology) represents a novel repackaging of existing and new cross-curricular course offerings both at UMW and FLBS. A BS: Ecology degree will better support retention of existing students and recruitment of new students pursuing applied careers in wildlife, botany, fisheries, zoology, aquatic ecology, conservation biology, ecological modeling, and related fields. The new degree will provide students with unique training in field, laboratory and computational skills for collecting and analyzing ecological data.

ATTACHMENTS

Academic Proposal Request Form
Curriculum Proposal Form
Attachment #1 Course Descriptions

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

ITEM 171-1603-R0516 Meeting Date May 19-20, 2016

Institution: UM Western CIP Code: 26.0709

Program/Center/Institute Title: Revision to BS: Biology Options and new BS: Ecology with Options

Includes (please specify below): Online Offering Options Pre-Professional Med & Vet Sciences; Quantitative Ecology; Fish & Wildlife Ecology; Integrative Ecology

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit <http://mus.edu/che/arsa/preparingacademicproposals.asp>.

 A. Level I:

Campus Approvals

- 1a. Placing a program into moratorium** (Document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)
- 1b. Withdrawing a program from moratorium**
- 2. Adding, re-titling, terminating or revising a campus Certificate of 29 credits or less**
- 3. Adding a BAS/AA/AS Area of Study**
- 4. Offering an existing program via distance or online delivery**

OCHE Approvals

- 5. Re-titling an existing postsecondary educational program**
- 6. Terminating an existing postsecondary educational program** (Program Termination Checklist)
- 7. Consolidating existing postsecondary educational programs** (Curriculum Proposal Form)
- 8. Adding a new minor where there is a major or an option in a major** (Curriculum Proposal Form)
- 9. Revising a program** (Curriculum Proposal Form)
- 10. Adding a temporary Certificate or AAS Degree Program** *Approval limited to 2 years*

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

B. Level II:

- X** 1. **Establishing a new postsecondary educational program** (Curriculum Proposal and Reviewed Intent to Plan Form)
2. **Exceeding the 120 credit maximum for baccalaureate degrees** *Exception to policy 301.11*
4. **Forming, eliminating or consolidating a college, division, school, department, institute, bureau, center, station, laboratory or similar unit** (Curriculum or Center/Institute Proposal and Reviewed Intent to Plan Form, except when eliminating or consolidating)
5. **Re-titling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit**

Specify Request:

A new Pre-Professional Medical & Veterinary Sciences Option added to the existing BS: Biology degree clearly communicates to prospective students an ability to offer preparation for medical and veterinary professions. This new Option directly aligns with prerequisite entrance requirements for a variety of nursing, physician's assistant, physical therapy, medical, dental, and veterinary post-baccalaureate programs. The new BS: Ecology degree with three Options (Quantitative Ecology, Fish and Wildlife Ecology, and Integrative Ecology) represents a novel repackaging of existing and new cross-curricular course offerings both at UMW and FLBS. A BS: Ecology degree will better support retention of existing students and recruitment of new students pursuing applied careers in wildlife, botany, fisheries, zoology, aquatic ecology, conservation biology, ecological modeling, and related fields. The new degree will provide students with unique training in field, laboratory and computational skills for collecting and analyzing ecological data.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

1. Overview

A. Provide a one paragraph description of the proposed program. Be specific about what degree, major, minor or option is sought.

A new Pre-Professional Medical & Veterinary Sciences Option added to the existing BS: Biology degree clearly communicates to prospective students an ability to offer preparation for medical and veterinary professions. This new Option directly aligns with prerequisite entrance requirements for a variety of nursing, physician's assistant, physical therapy, medical, dental, and veterinary post-baccalaureate programs. The new BS: Ecology degree with three Options (Quantitative Ecology, Fish and Wildlife Ecology, and Integrative Ecology) represents a novel repackaging of existing and new cross-curricular course offerings both at UMW and FLBS. A BS: Ecology degree will better support retention of existing students and recruitment of new students pursuing applied careers in wildlife, botany, fisheries, zoology, aquatic ecology, conservation biology, ecological modeling, and related fields. The new degree will provide students with unique training in field, laboratory and computational skills for collecting and analyzing ecological data.

2. Institutional and System Fit

A. What is the connection between the proposed program and existing programs at the institution?

The proposed degree changes will help strengthen several connections with existing programs on campus. The new Pre-Professional Medical & Veterinary Sciences Option strengthens and clarifies advising communication between Biology, Equine Science, and Psychology programs in which students frequently double major or double Option in preparation for applying to professional schools. The new BS: Ecology degree builds explicit linkages between Ecology and Mathematics courses and programs, a cross-fertilization we anticipate will benefit both students and faculty across these disciplines. This builds on the expertise of 4 faculty members in the Biology Department, whose research and teaching interests span a variety of organisms (algae, plants, birds, and aquatic vertebrates) and ecosystems (streams, sagebrush, forests, and wetlands), and 3 faculty members in the Mathematics Department whose research and teaching interests bridge topics relevant to ecological studies (modeling, multivariate statistics and data mining, graph theory).

B. Will approval of the proposed program require changes to any existing programs at the institution? If so, please describe.

No. We are putting forth this proposal in connection with revisions the Mathematics department is proposing in tandem.

C. Describe what differentiates this program from other, closely related programs at the institution (if appropriate).

As a degree housed within the Biology Department, Ecology would be closely related to the BS: Biology degree as these disciplines share 70% of the same courses in the core requirements. The fundamental difference between these degrees is in what professional opportunities they prepare students for, which influences the subtle but crucial differences in degree structure. An emphasis on upper-level chemistry and specific physics and calculus coursework in the BS: Biology degree prepare students well for an array of biomedical, veterinary, and molecular fields. The BS: Ecology degree emphasis on a tiered quantitative course framework, conservation biology and less rigid options for physical science courses in the core leads to more flexibility in creating distinctive Option areas, all of which better prepares students for careers in ecology-related disciplines.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Other closely related UMW programs would be the BS: Environmental Sciences with Wetlands Management Option and the BS: Environmental Interpretation with Biological Naturalist option. Students pursuing this degree could take as many as 10 – 12 of the same courses as a student in the BS: Ecology with Fish and Wildlife Option program. This is roughly one-third of the courses required for each degree. However, the philosophy and focus of these three programs is quite different. Ecology focuses more specifically on collection and analysis of biological data supporting research and management, while Environmental Sciences emphasizes collection and analysis of geologic, chemical, and geographic data about the physical environment in support of natural resource management. Students in the BS: Ecology program are trained to pursue careers in applied ecology, such as botany, fisheries, wildlife, and population or ecosystem modeling. The BS: Environmental Interpretation degree prepares students to communicate with and educate the general public about natural processes through careers such as environmental interpretation, naturalist, informal science education, environmental policy, and conservation officers.

D. How does the proposed program serve to advance the strategic goals of the institution?

At UMW, our faculty and programs serve a mission of achieving academic excellence by sustaining a culture of concentrated experiential education. Experiential learning in a block-schedule model is utilized by many medical and veterinary professional programs, and as such UMW would like to more directly promote our unique ability to prepare students for these programs. The proposed BS: Ecology degree capitalizes on innovative experiential, cross-curricular course linkages as a means to increase class enrollment and delivery efficiencies, as well as targeted recruitment of a larger and more diverse group of students to Biology and Mathematics degree programs. This proposal addresses several UMW strategic planning priorities, including a need to: 1) encourage academic excellence and innovation, 2) develop enrollment management strategies that support the experiential mission and contribute to student success, and 3) increase Montana Western's local, regional, and national profile.

E. Describe the relationship between the proposed program and any similar programs within the Montana University System. In cases of substantial duplication, explain the need for the proposed program at an additional institution. Describe any efforts that were made to collaborate with these similar programs; and if no efforts were made, explain why. If articulation or transfer agreements have been developed for the substantially duplicated programs, please include the agreement(s) as part of the documentation.

The MUS Strategic Plan 2015 embraces institutional role differentiation, transferability, and program and service alignment. While nearly all institutions within the Montana University System offer Biology degrees, none currently offer a stand-alone BS: Ecology degree or a minor or option like Quantitative Ecology. This degree would support UMW institutional differentiation as a campus offering unique applied programs (Ecology, Environmental Interpretation, Natural Horsemanship, etc.) in an experiential-learning context. However, given current efforts underway at UM to re-organize Biology and Forestry programs at UM, similar degree proposals may arise on that campus. As this re-organization develops, Biology faculty at UMW with close ties to UM (W. Ridenour, M. Anderson, both Ph.D. graduates of UM) will work with the re-organization committee and faculty at FLBS in promoting greater collaboration between our institutions to enhance new programs on both campuses. This includes a transfer articulation process through the UMW Registrar's office for courses offered through FLBS, which we currently accept on an individual basis. Some level of duplication and redundancy is unavoidable with this approach, but we believe this will enhance ease of transferability between UM and UMW programs as students make choices about the best institutional fit for their academic goals. This is particularly important given UMW's large number of students needing a pathway through developmental coursework, which we feel a small and closely-knit Ecology program would help support. In addition, a BS: Ecology degree at UMW would better prepare students for graduate work at UM (Fish & Wildlife

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Biology, Ecosystem Management, Systems Ecology, Organismal Biology & Ecology, International Conservation & Development) and Montana State University (Ecology & Environmental Sciences, Land Resources & Environmental Sciences, Fish & Wildlife Management, Fish & Wildlife Biology, Science & Natural History Filmmaking.

3. Program Details

- A. Provide a detailed description of the proposed curriculum. Where possible, present the information in the form intended to appear in the catalog or other publications. NOTE: In the case of two-year degree programs and certificates of applied science, the curriculum should include enough detail to determine if the characteristics set out in Regents' Policy 301.12 have been met.**

See attachment

- B. Describe the planned implementation of the proposed program, including estimates of numbers of students at each stage.**

Given popularity of the current Wildlife Ecology Option within BS: Biology, coupled with an ability to attract additional out-of-state students to the new BS: Ecology degree, we anticipate a headcount of 30 – 50 students. Initially we believe nearly all students currently in the BS: Biology program that have either declared Wildlife Ecology Option or expressed an interest in wildlife, fisheries or ecology in during the advising process will migrate to the new degree as soon as it is offered. We currently estimate this to be 20 – 25 students. We believe that targeted recruiting over a 5-year period will increase that number by 10 – 25 more students (mostly from other western states) as long as overall campus enrollment patterns remain similar. The effect on the current BS: Biology degree thus will be an initial decrease as students migrate to the new BS: Ecology degree, but with targeted recruiting and the new Option area we hope to recover and sustain a headcount in the program of 75 students within 5 years. At a minimum we feel this approach will allow us to stabilize numbers of students in all Biology Department programs at the recent average of 100 – 115 students, despite moderate projected declines in the number of 20 – 24 year olds in Montana over the next 10 years⁶.

⁶Montana Total Population by Gender and Age Group, 1990 – 2060, Source: eREMI by Economic Regional Models, Inc. (2013 release); Compiled by the Census and Economic Information Center, MT Department of Commerce (http://ceic.mt.gov/Population/PopProjections_StateTotalsPage.aspx)

4. Need

- A. To what specific need is the institution responding in developing the proposed program?**

Enrollment patterns in Biology and Mathematics:

Prior to 2011, UMW offered a BA: Biology with several "Related Areas", including Pre-Professional Health Sciences, Veterinary Sciences, Wildlife Biology, Cell and Molecular Biology, Health and Human Performance and Biological Mathematics. These Related Areas created several redundancies within and between degree programs. By 2011 – 2012, the structure of the Biology program was revised to create a BS: Biology degree with Options in Molecular Bioscience, Wildlife Ecology, and Integrative Biology. While this revision strengthened aspects of our program offerings, a certain degree of disciplinary flexibility and career-path transparency was lost.

Block scheduling was instituted a decade ago, approximately the same time a standalone Biology degree was first offered at UMW. Growth in the Biology program was rapid from 2005 – 2009 (Table 1). From 2010 – 2015,

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the Biology Department has supported between 98 – 129 majors per year while Mathematics has supported 1 – 10 majors outside of the Mathematics and Secondary Education program. During this period, Biology majors chose to pursue Option areas at a rate of 17 – 27 per year in the Wildlife Option, 6 – 13 majors per year in the Molecular Bioscience Option, and 7 – 13 majors per year in the Integrative Biology Option. While many students do not declare an Option Area, either until later in their degree progression or not at all if they leave the major, from those that do it appears 45 – 65% of Biology majors are interested in wildlife studies. Over this same period, 21 students graduated with a Wildlife Ecology Option Area in comparison with 13 students graduating in the Molecular Bioscience Option Area, and 18 students in the Integrative Biology Option Area. (Table 2). The new Pre-Professional Medical & Veterinary Sciences Option should help recover opportunities for targeted recruiting of students interested in health and veterinary sciences lost during the BA to BS degree conversion. The new BS: Ecology degree would capitalize on existing enrollment growth patterns in wildlife and integrative biology, offering a more targeted curriculum to students interested in these disciplines.

Table 1. Biology and Mathematics student headcount by major and option area, 2005 – 2015.

Majors	'05	'06	'07	'08	'09	'10	'11	'12	'13	'14	'15	Avg.
Biology	32	52	67	76	99	117	128	129	125	98	102	93.2
Biology, 2 nd ary Educ.	10	10	11	8	6	9	9	9	5	4	2	7.5
Mathematics				1	2	3	10	8	7	4	3	4.8
Mathematics, 2 nd ary Educ.	19	15	19	13	22	27	15	22	27	24	18	20.1
Option Area												
Molecular Biology								8	13	7	6	8.5
Integrative Biology								13	11	7	7	9.5
Wildlife Ecology								17	24	27	21	22.3

Table 2. Biology graduate headcount by major and option area, 20011 – 2015.

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Graduates by:	2011	2012	2013	2014	2015	Total
Major						
Biology	10	15	11	12	22	70
Option Area						
Molecular Biology	3	1	3	0	6	13
Integrative Biology	0	1	3	4	10	18
Wildlife Biology/Ecology	3	7	2	6	3	21

Encourage academic excellence and innovation:

One of the core values at UMW is to continuously enhance experiential learning across the curriculum. The proposed BS: Ecology degree focuses on utilizing experiential learning activities to explore relationships between organisms and environments, emphasizing ecology, conservation, and data analysis skills to a greater extent than any current UMW programs. Linkages in data collection and analysis skills will be built into a broad array of ecology and mathematics courses required for the degree, a novel approach to alignment of experiential curriculum that builds on existing faculty research and teaching strengths. The new BS: Ecology degree Options will also be more flexible than existing BS: Biology degree in allowing students to pursue professional development by completing certification programs from the Wildlife Society, Fisheries Society, and the Ecological Society of America.

Develop enrollment management strategies that support the experiential mission and contribute to student success:

One of the challenges faced by a university with a small overall enrollment and number of faculty is how to offer and maintain enrollment in a diverse array of courses. BS: Ecology students will be required to take additional organismal, quantitative, and community ecology courses that current Wildlife Ecology Option students are not required or able due to take due to credit limitations in degree structure. These course requirements will be in lieu of taking well-enrolled courses currently in the BS: Biology degree more suitable for applying to medical and veterinary professional programs. This shift will increase and stabilize enrollment across existing variable-enrollment courses such as microbiology, parasitology, wetlands ecology, and upper-division mathematics and statistics courses. This should yield a number of programmatic efficiencies, including better scheduling predictability for faculty and students, retention of specialized courses, and more interdisciplinary collaboration between the Mathematics and Biology Department in linking course content. We expect this approach to increase retention of both current students migrating from the Biology to Ecology degree and future students that enroll in the program.

Increase Montana Western's local, regional, and national profile:

A new Pre-Professional Medical & Veterinary Sciences Option in the existing BS: Biology degree more clearly communicates to prospective students our ability to offer preparation for medical and veterinary professional programs. These areas are in high demand by both in-state and out-of-state students. A new BS: Ecology program will create a unique degree opportunity not currently offered elsewhere in the Montana University System (MUS), fairly uncommon nationwide, and virtually unheard of at small, public, primarily undergraduate institutions. New Options such as Fish & Wildlife Ecology and Quantitative Ecology are designed to appeal to both current and prospective students in biology and mathematical sciences.

B. How will students and any other affected constituencies be served by the proposed program?

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Each year we hear from prospective and current BS: Biology students who would like to be able to list an option clearly aligned with medical or veterinary sciences on their applications to professional and graduate schools. Whether or not this is an actual advantage in the admissions process is debatable, but prospective students have indicated having a clear pre-professional option available does govern their choice of programs and may influence persistence in major by clearly outlining recommended courses that meet professional school requirements. Likewise, while our current BS: Biology degree is an excellent curricular fit for students clearly interested in medicine, veterinary sciences, molecular biology, cell biology and related areas of study, it is less structured to meet the needs of students interested in ecology disciplines. We tailored the BS: Ecology degree to specifically the needs of these students. In addition, this curriculum encourages more collaboration with faculty on our campus (Mathematics, Environmental Sciences) and at Flathead Lake Biological Station and other MUS campuses.

C. What is the anticipated demand for the program? How was this determined?

The proposed revisions to the BS: Biology degree and creation of a BS: Ecology degree will take timely advantage of the national trend in 25% increased enrollment in undergraduate biological science programs (2003 – 2009)². The BS: Ecology program is aligned with a predicted increase in workforce demand in ecological services fields. According to the Ecological Society of America, “job opportunities in the ecological and environmental fields are predicted to grow enormously over the next several years”³. The outlook for ecological occupations⁴ is average or better projected growth (3 – 14 %) and median wage of \$34,000 – \$70,000.

Given popularity of the current Wildlife Ecology Option within BS: Biology, coupled with an ability to attract additional out-of-state students to the new BS: Ecology degree, we anticipate a headcount of 30 – 50 students⁵. The effect on the current BS: Biology degree will be a decrease in numbers as students migrate to the new degree, but with targeted recruiting and the new Option area we hope to sustain a headcount in the program of 75 students.

²Science and Engineering Indicators 2012 (<http://www.nsf.gov/statistics/seind12/c2/c2h.htm#s2>)

³Ecological Society of America (<http://www.esa.org/esa/education-and-diversity/info-for-undergraduate-students/#third>)

⁴Occupations listed as Industrial Ecologists, Environmental Restoration Planners, Wildlife/similar Biologists, Biological/Conservation Technicians/Scientists, Natural Science Managers, Plant Scientists, from the Occupational Information Network (O*NET) sponsored U.S. Department of Labor/Employment & Training Administration (USDOL/ETA), accessed 2015.

⁵Ecology degree programs with similar structure at large (>30,000 students) universities have an enrollment of 100 or more students, such as the Odum School of Ecology at The University of Georgia ([http://www.ecology.uga.edu/degree.php?Major in Ecology-25/](http://www.ecology.uga.edu/degree.php?Major%20in%20Ecology-25/)).

5. Process Leading to Submission

A. Describe the process of developing and approving the proposed program. Indicate, where appropriate,

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involvement by faculty, students, community members, potential employers, accrediting agencies, etc.

The genesis of both the new BS: Biology Pre-Professional Medical & Veterinary Sciences Option and the BS: Ecology degree was through discussions with Biology students during academic advising between 2010- 2013. This period is characterized by overlap in students enrolled in the older BA: Biology degree and the newer BS: Biology degree, highlighting the strengths and weaknesses of each program. During this period faculty researched undergraduate and graduate Ecology programs across the country while developing curriculum for the proposed UMW program. Particular attention was given to Ecology and Fish & Wildlife graduate program requirements to ensure students could graduate from UMW and be adequately prepared for applying to these programs. The Ecology degree was first proposed at the department level in spring 2014, and went through numerous revisions following more than a year of discussion. During that time, the opinion of several ecology, fisheries and wildlife professionals were solicited regarding interest in such a degree and appropriate curriculum. The professional certification requirements posted on the websites of several societies (Ecological Society of America, Wildlife Society, American Fisheries Society) were consulted during this time to guide development of curriculum requirements that would be considered beneficial by potential employers. In fall 2015, several proposals for new courses in support of the BS: Ecology degree were submitted for campus curriculum review processes, including review by the General Education Committee and Faculty Senate. These courses were approved in January 2016. The Level II new program proposal was drafted in fall 2015, at which time the revisions of the BS: Biology degree entailed with the Ecology proposal prompted the Pre-Professional Medical & Veterinary Sciences Option.

Faculty outside of the Biology department were consulted in developing this proposal at several points during 2015. Members of the Equine Science, Health and Human Performance, and History, Philosophy and Social Sciences Departments were consulted regarding course selections for the Pre-Professional Medical & Veterinary Sciences Option. Feedback from Mathematics, Environmental Sciences, and Business faculty were consulted regarding course selections, alignment, pre-requisites, projected enrollment patterns, and programmatic overlap. In addition, faculty at the Flathead Lake Biological Station and the University of Montana-Missoula were consulted regarding cross-listing of courses and potential opportunities for collaboration. The proposal was remitted to the UMW Provost and Chancellor for review and to discuss revisions in December 2015. Following revisions suggested by the Provost and Chancellor, a final proposal was sent to the UMW Faculty Senate and approved in March of 2016.

6. Resources

A. Will additional faculty resources be required to implement this program? If yes, please describe the need and indicate the plan for meeting this need.

Minimal new resources are required to implement this program. No new faculty will be hired, nor will current faculty teaching loads increase. The 2 new 200-level courses (Aquatic Vertebrate Biology, Alpine Ecology) are open to both majors and non-majors, replacing currently scheduled non-majors course sections so as to keep the number of general education offerings neutral.

In addition, the listing of existing internship/thesis/presentation courses would occur under the WILD rubric, and cross-listing of Flathead Lake Biological Station (FLBS) courses would be allowed as the UM main campus has in place. Cross-listing of FLBS courses allows broader choice of upper-division biology courses for UMW students, allows motivated UMW students to decrease time to graduate by up to a semester by taking summer courses, and fosters greater cross-institution collaboration as a goal in line with MUS OCHE/BOR policies.

B. Are other, additional resources required to ensure the success of the proposed program? If yes, please describe the need and indicate the plan for meeting this need.

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No new faculty hires, lab space, or other major resources are needed as these are already in place to support other programs. This proposal represents a re-allocation of existing resources rather than a request for new ones. We do anticipate the need for more targeted recruiting to build interest in the Ecology program as a whole and the Quantitative Ecology Option in particular. Our strategy is to work with Marketing to develop new promotional materials for the website and Admissions office to use during recruiting. In addition, we will work with Admissions to identify and recruit students from high schools around the country with differentiated instruction, such as block scheduling or science magnet institutions.

7. Assessment

A. How will the success of the program be measured?

The success of the program will be evaluated through an annual assessment process coupled with a program sustainability review in year 5. The annual assessment is linked to existing program review processes in place for the BS: Biology degree, as evaluations of student achievement in core assessment courses, faculty academic output and program efficiencies are shared across programs. This annual review is required as part of maintaining accreditation through the Northwest Commission on Colleges and Universities (<http://www.nwccu.org/>). We will be implementing additional assessment measures during the first 3 years of the program to maximize the chance of successfully building a new program. These assessments will measure student academic growth in the program and improve instructional design of cross-disciplinary linked courses through surveys and interviews of students, faculty, and professional mentors interacting in the program. We will also track the number of students successfully applying for professional certification programs and participating in research resulting in peer-reviewed presentations and articles while enrolled at UMW. We will attempt to track employment history among recent graduates, but this will be challenging given current resources for tracking graduates from UMW. We will explore several options, including social media resources, to expand these capabilities by the time our first cohort graduates in 4 to 5 years. If by the 5-year program review the program has not achieved sustainability (>30 majors, 80% of first-time, full time freshman retained in major for a second year), then we will seriously and openly consider placing the BS: Ecology degree, Quantitative Ecology and Integrative Ecology Options in moratorium and the Fish & Wildlife Ecology Option will be reintegrated into the BS: Biology degree.

Bachelor of Science: Biology

Program Mission Statement

The mission of the BS: Biology program is to provide students an outstanding and comprehensive education in the life sciences. We strive to provide our students a fundamental understanding of the processes that govern living systems and the techniques necessary to study them. We prepare students to pursue careers in the life sciences, to understand complex biological issues, and to use scientific thinking throughout their lives. Student development occurs through a rigorous course of study that emphasizes interdisciplinary, experience-based classes and research projects. Faculty accessibility to students is a priority; therefore, we endeavor to offer small classes with integrated laboratory and field research experiences that promote student and faculty interactions. Students gain occupational experience through internships and/or thesis research that are supervised by faculty and professional mentors.

Program Information

Students graduating with the BS: Biology degree will be extremely well prepared to compete with their peers in many areas of the biological sciences. The BS: Biology degree is appropriate for students interesting on attaining careers after graduation in fields as diverse as health care, biotechnology, the pharmaceutical industry, biomedical laboratories, forensics, and science education. In addition, the curriculum of this degree is tailored to provide students will all of the coursework necessary to attend top graduate programs in biology fields (in areas such as molecular or cellular biology, microbiology, and public health) as well as veterinary, medical, dental, pharmacy, optometry, physical therapy, physician assistant, nursing, and sports medicine schools. The Option Areas listed for the BS: Biology degree are designed to allow students to focus on specific coursework in a number of exciting and popular areas within the biological sciences. The Molecular Bioscience Option is tailored for students interested in research and applied science careers in biotechnology, forensics, biomedical laboratories, and the pharmaceutical industry. The Pre-Professional Medical & Veterinary Sciences Option prepares students for graduate programs and professional schools in the variety of allied health fields and veterinary medicine, and contains all of the necessary prerequisites for acceptance into the majority of these schools. The Integrative Biology Option is designed for students who want flexibility and independence to pursue coursework from across different science and mathematics disciplines. This Option is particularly appropriate for students who transfer to University of Montana Western with specialized science courses not offered at our institution.

The BS: Biology degree requires students to complete an internship or senior thesis as part of their educational experience. This internship/thesis component is an especially important aspects of experiential learning within these degrees, providing students with real-world experience in prospective careers and areas of research encountered in graduate school. In many cases, students perform an internship through paid or volunteer work for an employer in a profession the student is interested in pursuing. In addition, University of Montana Western's active faculty provide students with a variety of opportunities to be involved in research in novel areas of cell/molecular biology, wildlife biology, plant ecology, fisheries biology, and mathematics, as well as other areas within the discipline. These research opportunities allow students to closely interact with professors to design and implement research to address interesting and novel questions in biology and ecology, which can form the basis of a senior thesis project.

Graduate Outcomes

Successful graduates from the BS: Biology program will:

- Display an understanding of basic concepts in the diverse fields of biology including cell biology, botany, zoology, ecology, molecular biology, genetics, and evolution.
- Demonstrate an ability to use the scientific method to ask biological-related questions and formulate testable questions.
- Acquire practical experience with research methods in the biological sciences by mastering basic laboratory and field techniques.
- Acquire skills and methods necessary to collect, assess and analyze biological data.
- Acquire writing skills and analytical methods necessary to effectively present biological data.
- Demonstrate the ability to read and understand primary scientific literature.
- Exhibit the ability to write a research paper using a format that conforms to published scientific journal articles.
- Develop skills to participate in research both independently and as a member of a team.
- Demonstrate effective oral communication for interaction with professional colleagues and the community.
- Critically evaluate contemporary issues and debates within the biological sciences, including the ethical dimensions of those issues.
- Acquire real-world experience in biology through an internship or a senior thesis project.

Assessment

The graduate outcomes for the BS: Biology degree are assessed at early, middle and late stages of the program. Outcomes are assessed through course performance rubrics and metrics that inform regular departmental self-study, responses from students on select course evaluations that focus on course learning objectives, feedback from internship supervisors, and reports from external reviews. Details of specific assessment activities are outlined in the program assessment plan available from the Biology Department.

Credit Requirements

PRE-PROFESSIONAL MEDICAL AND VETERINARY SCIENCES OPTION 24

BIOM 260 General Microbiology 4

CHEM 441 Biochemistry 4

Anatomy & Physiology - Select a sequence of 2 courses/8 credits from the following:

BIOH 365 Anatomy & Physiology I for Health Professions (4)

BIOH 370 Anatomy & Physiology II for Health Professions (4)

OR

EQUUS 302 Basic Equine Science I (4)

EQUUS 303 Equine Science II (4)

Select 2 courses/8 credits from the following:

BIOB 425 Advanced Cellular and Molecular Biology (4)

BIOM 427 General Parasitology (4)

PSYX 230 Developmental Psychology (4)

PSYX 252 Fundamentals of Comparative Psychology (4)

PSYX 340 Abnormal Psychology and Research (4)

Any 300 – 400 level KIN	(4)
Any 300 – 400 level EQUUS	(4)

Bachelor of Science: Ecology

Program Mission Statement

The mission of the BS: Ecology program is to provide students an innovative and applied undergraduate education in ecology, the study of relationships between organisms and their environments at scales from genes to the biosphere and minutes to millennia.

Program Information

The BS: Ecology degree is appropriate for students interested in careers as diverse as fish and wildlife biology, statistical ecology, agroecology, botany, forestry, conservation biology, disease ecology, and landscape ecology. Ecologists are most frequently hired by universities, research institutions, private consulting and industry, state and federal government agencies, non-governmental organizations, and zoos and aquariums. In addition, the curriculum is tailored to provide all of the coursework necessary for students to apply for professional certification from several ecological organizations (Ecological Society of America, The Wildlife Society, and The American Fisheries Society) and attend top M.S. or Ph.D. graduate programs in ecology-related fields. The Option Areas listed for the BS: Ecology degree are designed to allow students to focus on specific coursework within the broader field of ecology, often in support of career or graduate school objectives. The Quantitative Ecology Option is designed for students interested in applying statistical methods to the study of complex ecological systems, such as data analysis and modeling of fish and wildlife populations, disease epidemiology, agricultural yields, invasive species dynamics, climate patterns, and ecosystem restoration. This Option prepares students for graduate programs in mathematics or ecology-related disciplines. The Fish and Wildlife Ecology Option is designed for students interested in careers such as fisheries biology, wildlife biology, conservation biology, wildlife rehabilitation, zoo keeper, and aquarium managers. The Integrative Ecology Option is designed for students who want flexibility and independence to pursue coursework from across different science and mathematics disciplines. This Option is particularly appropriate for students who transfer to University of Montana Western with specialized science courses not offered at our institution.

The BS: Ecology degree requires students to complete an internship or senior thesis in an ecology discipline area as part of their educational experience. This internship/thesis component is an especially important aspects of experiential learning within these degrees, providing students with real-world experience in prospective ecology careers and areas of research encountered in graduate school. In many cases, students perform an internship through paid or volunteer work for an employer in a profession the student is interested in pursuing. In addition, University of Montana Western's active faculty provide students with a variety of opportunities to be involved in research in novel areas of cell/molecular biology, wildlife biology, plant ecology, fisheries biology, and mathematics, as well as other areas within the discipline. These research opportunities allow students to closely interact with professors to design and implement research to address interesting and novel questions in biology and ecology, which can form the basis of a senior thesis project.

Graduate Outcomes

Successful graduates from the BS: Ecology programs will:

- Display an understanding of how organisms interact with each other and their environment based on the major areas of ecological inquiry: populations, communities and ecosystems.
- Display an understanding of basic concepts in the diverse fields of biology including cell biology, botany, zoology, ecology, molecular biology, genetics, and evolution.
- Demonstrate an ability to use the scientific method to ask ecologically-related questions and formulate testable questions.
- Acquire practical experience with research methods in the ecological sciences by mastering basic laboratory and field techniques.
- Acquire skills and methods necessary to collect, assess and analyze ecological data.
- Acquire writing skills and analytical methods necessary to effectively present ecological data.
- Demonstrate the ability to read and understand primary scientific literature.
- Exhibit the ability to write a research paper using a format that conforms to published scientific journal articles.
- Develop skills to participate in research both independently and as a member of a team.
- Demonstrate effective oral communication for interaction with professional colleagues and the community.
- Critically evaluate contemporary issues and debates within the ecological sciences, including the ethical dimensions of those issues.
- Acquire real-world experience in ecology through an internship or a senior thesis project.

Assessment

The graduate outcomes for the BS: Ecology degrees are assessed at early, middle and late stages of the program. Outcomes are assessed through course performance rubrics and metrics that inform regular departmental self-study, responses from students on select course evaluations that focus on course learning objectives, feedback from internship supervisors, and reports from external reviews. Details of specific assessment activities are outlined in the program assessment plan available from the Biology Department.

Credit Requirements

GENERAL EDUCATION **31 – 32**

Select the following 2 courses/8 credits for Natural Science

BIOB 160 Principles of Living Systems 4

CHMY 141 College Chemistry I 4

Select the following course/4 credits for Mathematics

STAT 121 Probability 4

ECOLOGY MAJOR CORE **52**

CHMY 143 College Chemistry II 4

M 210 Introduction to Mathematical Software 4

STAT 233 Biostatistics 4

Select 1 course from either the PHSX or GEO rubric 4

BIOB 170 Principles of Biological Diversity	4
BIOO 220 General Botany	4
BIOE 250 Conservation Biology	4
BIOB 260 Cellular & Molecular Biology	4
BIOE 370 Ecology	4
BIOB 375 General Genetics	4
BIOB 420 Evolution	4

Organismal Ecology – select 1 course/4 credits from the following: †

BIOM 260 General Microbiology	(4)
BIOM 427 General Parasitology	(4)
BIOO 435 Plant Systematics	(4)
BIOO 470 Ornithology	(4)
BIOO 475 Mammalogy	(4)

Quantitative Ecology – select 1 course/4 credits from the following: †

M 3xx Methods in Data Analysis and Modeling	(4)
STAT 3xx Multivariate Statistics	(4)
STAT 433 Stochastic Modeling	(4)

†Students in the Fish & Wildlife Option must choose either BIOM 260 General Microbiology, BIOM 427 General Parasitology, or BIOO 435 Plant Systematics. Students in the Quantitative Ecology Option must select M 3xx Methods in Data Analysis and Modeling.

INTERNSHIP	4
BIOE/WILD 495 Internship/Thesis Presentation	1

Select one from the following:

BIOE 498 Internship/Cooperative Education	(3)
WILD 498 Internship/Cooperative Education	(3)
BIOE 499 Senior Thesis/Capstone	(3)
WILD 499 Senior Thesis/Capstone	(3)

OPTION AREAS	24
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Select any one BS: Ecology Option Area

Quantitative Ecology	(24)
Fish and Wildlife Ecology	(24)
Integrative Ecology	(24)

ELECTIVES	8 – 9
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Select any college-level courses from the catalog to bring degree total to 120 credits

BS: ECOLOGY TOTAL CREDITS	120
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Ecology Option Areas Course Summary

QUANTITATIVE ECOLOGY OPTION	24
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STAT 3xx Multivariate Statistics	4
STAT 3xx Data Mining	4

STAT 433 Stochastic Modeling 4
 STAT 4xx Modeling Workshop 4

Community & Ecosystem Ecology
 Select 1 course/4 credits at the 200 – 400 level from BIOE 4

Select 1 course/4 credits at the 300 – 400 level from these rubrics:
 BIOB/BIOE/BIOH/BIOM/BIOO/CHEM/CHMY/ENSC/GEO/ISSS/M/NRSM/
 PHSXSTAT/WILD 8

FISH AND WILDLIFE ECOLOGY OPTION 24

Organismal Ecology of Fish & Wildlife – select 2 courses/8 credits from the following:
 BIOO 210 Aquatic Vertebrate Ecology (4)
 BIOO 470 Ornithology (4)
 BIOO 475 Mammalogy (4)

Population Ecology
 WILD 471 Wildlife Ecology and Management 4
 WILD 473 Fisheries Ecology and Management 4

Community & Ecosystem Ecology
 Select 1 course/4 credits at the 200 – 400 level from BIOE 4

Human Dimensions of Ecology – select 1 course/4 credits from the following:
 ECNS 332 Economics of Natural Resources* (4)
 ENST 381 Environmental Policy (4)
 NRSM 441 Sustainable Natural Resource Management (4)

* ECNS 332 has a prerequisite of ECNS 201 Principles of Microeconomics or c/i approval to enroll.
 While ECNS 201 is not required in the BS: Ecology degree, it will fulfill a General Education requirement in Behavioral and Social Sciences.

INTEGRATIVE ECOLOGY OPTION 24

Community & Ecosystem Ecology
 Select 1 course/4 credits at the 200 – 400 level from BIOE 4

Select 5 courses/16 credits at the 300 – 400 level from these rubrics or other course rubrics approved by an advisor:
 BIOB/BIOE/BIOH/BIOM/BIOO/CHEM/CHMY/ENSC/GEO/ISSS/
 M/NRSM/PHSX/STAT/WILD 20

Endorsed Course Substitutions

Courses endorsed as substitutions for select BS: Ecology degree requirements are offered through the University of Montana Flathead Lake Biological Station (FLBS):

UMW course requirement

BIOE 250 Conservation Biology

BIOE 370 Ecology

A BIOE course

A 300 – 400 elective

(Quantitative or Integrative Option)

Equivalent FLBS course

BIOE 440 Conservation Ecology

BIOE 342 Field Ecology

BIOE 342 Field Ecology, BIOE 416 Alpine Ecology,

BIOL 439 Stream Ecology, BIOE 440 Conservation Ecology,

BIOE 451 Landscape Ecology, BIOE 453 Lake Ecology, or

BIOE 458 Forest & Grassland Ecology

BIOB 480 Conservation Genetics

Advising Protocols

Additional advising protocols exist for students who wish to pursue certification programs offered through the Ecological Society of America, The Wildlife Society and the American Fisheries Society, all of the requirements for which can be met in the framework of the undergraduate program. Contact the Academic Advising Office or an Ecology program advisor for copies of advising protocols and more information about certification programs.

Advising Protocol for Ecology Students Pursuing Professional Certification Programs

Students should review the following recommendations and make course selections based on this information if they interested in pursuing professional certifications from the:

- **Ecological Society of America**
- **The Wildlife Society**
- **American Fisheries Society**

Students can meet all educational requirements for the **Ecological Society of America** professional certification as an Ecologist in Training through their BS Ecology degree with any option area chosen **if the student attains a grade of B- or higher in all courses for the major.**

Students pursuing **The Wildlife Society** professional certification as an Associate Wildlife Biologist must meet additional requirements:

- Select BIOO 435 Systematic Botany as the core Organismal Ecology course.
- Select WILD rubric for Internship/Thesis credits.
- Two additional communications course electives (see list below).

Students pursuing **American Fisheries Society** professional certification as an Associate Fisheries Professional must meet additional requirements:

- Select BIOO 210 Aquatic Vertebrate Ecology in the Option area selections.
- Select BIOE 425 Wetlands Ecology and Management in the Option area selections.
- 3 – 4 credits of Undergraduate Research (BIOB 290/490), Independent Study (BIOB 292/492), or Seminar/Workshop (BIOB 494) electives directly related to fisheries science (e.g., fisheries science, ichthyology, fisheries management, fish ecology, aquaculture or fish culture, fish diseases, etc.) OR one aquatic science course offered at the Flathead Lake Biological Station: BIOL 453 Lake Ecology or BIOL 454 Stream Ecology.
- 3 – 4 credits of physical science (CHMY, PHSX or GEO) electives; GEO 421 Hydrology or ENSC 394 Seminar: GIS (2 cr.) with ENVS 260 Night Sky (2 cr.) or GEO 431 Environmental Geochemistry are recommended.
- One additional communications course elective (see list below).

Communications course electives:	
COMS 235 Video & Audio Design (4)	
WRIT 313 Writing for Publication (4)	
WRIT 321 Advanced Technical Writing (4)	
WRIT 429 Professional Writing (4)	
WRIT 430 Technological Literacy (4)	
ENST 275 Environmental Interpretation I (4)*	

* *This course has a GEO 101/103 prerequisite, which can be taken as part of the Ecology degree core requirements.*